

A large, stylized orange circle with a white outline, resembling a rising sun or a large orange. To the right of the circle, two palm trees are depicted in a stylized manner. The palm tree in the foreground is white with black outlines, while the one behind it is solid dark brown. The entire graphic is enclosed within a thin red rectangular border.

BOLD NEW DIRECTIONS

ECKERD COLLEGE

Catalogue

St. Petersburg, Florida



ECKERD COLLEGE CATALOGUE

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THE ACADEMIC PROGRAM

DEGREE REQUIREMENTS

Eckerd College is chartered by the State of Florida to confer the degrees of Bachelor of Arts and Bachelor of Science. Its degree programs are approved by the Southern Association of Colleges and Schools.

Unless modified in individual cases by action of the Educational Policy and Program Committee and the Provost, the following requirements must be fulfilled by all students in order to qualify for formal recommendation by the faculty for the Bachelors degree:

- 1) The satisfactory completion of a minimum of 32 courses, plus an autumn term in the Freshman year and a winter term project in each subsequent year. One of the winter term projects, ordinarily in the Junior year, must be in the student's major or area of concentration.
- 2) Modes of Learning - two courses to be completed by the end of the Sophomore year.
- 3) The satisfactory completion of Values Sequence requirements as follows:
 - a) Foundations - two seminars to be completed in the Freshman year.
 - b) World View - two Area Studies courses to be completed by the end of the Junior year. Other courses (foreign language, semester abroad, etc., as approved by the Comparative Cultures Collegium) may be used to satisfy the World View requirement.
 - c) Upper-division Colloquia - four courses during the Junior and Senior years, two from within the student's collegium, one from without, and the fourth from any collegium.

Students transferring to Eckerd as Sophomores are considered exempt from the Foundations and Modes of Learning requirements; students transferring as Juniors are also considered exempt from the World View requirements.

- 4) The completion of a major (from the list of 30 majors formally approved by the faculty), or an independently designed area of concentration. The area of concentration must be approved by three members of the faculty, with an approved study plan filed in the Office of the Registrar.
- 5) The satisfactory completion in the Senior year of a comprehensive examination, thesis, or creative project in the major or area of concentration.

In order to graduate from Eckerd College, a student must ordinarily spend at least two years, including the Senior year, at the college or in an approved

off-campus program. Requests for exception, together with reasons, may be directed to the Provost.

HONORS AT GRADUATION

Eckerd College awards diplomas with honors to a few students in each graduating class. Criteria are entirely academic and include performance in courses, independent study and research, and on the comprehensive examination, thesis or project. Accomplishment on the complete college program is honored rather than in a major, concentration, or discipline alone.

Nomination for honors is the responsibility of the chairmen of the Collegia, advised by faculty members related to the nominee's concentration, and honors are conferred upon recommendation of a committee of three faculty members. The awarding of honors is announced at graduation ceremonies.

ACADEMIC CREDIT

Credit toward a degree is awarded for satisfactory course completion, independent study projects, directed study programs, academic work certified by another degree-granting institution, and proficiency demonstrated by examination.

Credit by **course completion** is based upon the assumption that the college's academic program is ordinarily the full-time activity of a student. A normal academic load is eight courses plus an autumn term in the Freshman year and eight courses plus a winter term project in each subsequent year.

Credit may be earned through **independent study** by students who exhibit both the self discipline and mastery of the methodologies demanded by the subject matter selected by the student. An independent study project is designed by a student in consultation with the professor who is to supervise and evaluate the work. An academic contract, drawn in advance, specifies the subject and method of inquiry, the materials to be used, the purpose of the project, and the basis of evaluation and credit. Each contract must be approved by the Director of Independent Study. Independent study options are available for both on and off-campus opportunities. Contracts for these purposes are available from the Registrar.

Provision is also made for credit by **directed study**. Both independent study and directed study require advance planning by the instructor and student. While initiative rests with the student for design of independent study, in directed study the instructor is responsible for supplying a syllabus which defines the program.

Credit is granted by **transfer** from degree-granting institutions. A student entering Eckerd College should request that a transcript of work done in other institutions be sent to the Registrar. When the transcript has been evaluated, the applicant is notified of the credit accepted by transfer. Eckerd College students who wish to enroll for part of their programs at other institutions should have the approval in advance of their faculty-Mentors.

Credit for **demonstrated proficiency** is accorded when a student applies for it with the Registrar and successfully completes appropriate examinations. College Level Examination Programs are recognized for both advanced placement and academic credit.

The college recognizes that many experiences outside the classroom may contribute to a student's program. Internships, participation in community projects, and field experience may be accorded credit if closely coordinated with the student's academic program. Such experience ordinarily constitutes a part of a regular course of independent study project.

MAJORS AND

AREAS OF CONCENTRATION

At Eckerd College efforts are made to tailor programs of study to the particular needs and interests of individual students. To help guide students with the selection of courses, the faculty has approved a number of disciplinary and interdisciplinary **majors**. In most cases, the faculty members associated with each major have prescribed minimum course requirements for the major. Students desiring specific information about major programs should consult their Mentors, collegial chairmen and discipline coordinators. A list of the faculty approved majors follows:

American Studies
 Anthropology
 Biology
 Biopsychology
 Chemistry
 Comparative Literature
 Creative Writing
 East Asian Studies
 Economics
 Elementary & Early Childhood Education
 Environmental Studies
 French Studies
 Germanic Studies

Hispanic Studies
 History
 Literature
 Management
 Mathematics
 Modern Languages
 Music
 Philosophy
 Philosophy-Religion
 Physics
 Political Science
 Psychology
 Russian Studies
 Religious Studies
 Sociology
 Theatre
 Visual Arts

Students desiring to design their own programs of study are encouraged to develop an individualized **area of concentration** in cooperation with their Mentors. The proposed plan of study must ultimately be approved by a collegium and have identified with it a specific committee of at least three faculty members. The approved study plan must be filed in the Registrar's office.

PRE-PROFESSIONAL PROGRAMS

Eckerd College regards liberal arts education as essential to thorough professional training and unites a broad freedom of student choice with course offerings designed to qualify students for graduate education in a number of fields, for law and medical school, medical technology, the ministry, engineering, elementary and secondary education, management, and selected community professions.

The Eckerd principle is that pre-professional training shall be obtained through intensively supervised internship rather than by professional and pre-professional courses that tend to limit the scope and quality of liberal arts education. Discussion of the teacher education program, immediately following, exemplifies the application of this principle. Students in management take certain specialized courses, such as accounting, and prepare themselves through internships carefully planned with the Mentor of the management program. Similarly, community professions such as human relations occupations involve a thorough liberal arts base, to which are added supervised field and employment experiences designed to the particular interest and need of the student. Students apply for admission to their programs after demonstrating competence in the first and/or second years of the college.

TEACHER EDUCATION

There are three programs of teacher education leading to a teacher certification--secondary, elementary, and early childhood. For **secondary certification**, a student must complete a major in a content area, an Introduction to Psychology course, and a series of six field-based Education experiences. Five of these Education courses are taken in the second semester of the senior year when career motivation is uppermost in the student's life. The **elementary certification** program includes an Eckerd College major in elementary education. The required and elective courses are chosen from a variety of disciplines, so that the major is attractively broad, liberal arts based, and practical. **Early childhood certification** is achieved by completing two courses in early childhood education in addition to the elementary education major. All three programs are approved by the State of Florida Department of Education and twenty-nine other states.

SPECIAL ACADEMIC PROGRAMS

INTERNATIONAL EDUCATION

Options for study abroad are many, with a wide range of locations, courses, and time frames available.

Semester Abroad in London is offered in both the fall and spring at the college's own Study Center, adjacent to the University of London and only a few minutes from London's famed West End. The college assists students to participate in study programs in Florence (art), Barcelona, Aix-en-Provence or Avignon, or Germany (language). Eckerd's annual winter term offerings overseas each January are nationally recognized. The college organizes its own charter flights and projects are regularly available in such locations as Ireland, Austria, London, Jamaica, Colombia, Italy, Russia and elsewhere.

Summer modules provide the opportunity for intensive language and cultural study during a six week period. In previous years students have traveled to Greece and Germany and studied for as much as two courses of credit during the summer module.

OFF-CAMPUS PROGRAMS

The modular schedule permits off-campus study for periods of one month (January), one module (seven weeks), one semester (14 weeks), and up to a full academic year. Students are encouraged to take advantage of programs and facilities not available at Eckerd through the off-campus program. It is possible to participate in group projects with a

faculty leader or to contract independent studies of the student's own design. Group projects such as an archaeological dig in the southwest, study of Voodoo in New Orleans, government operations in Washington, D.C., or urban problems in Chicago are possible. Independent projects for individual students have been undertaken in industry, the Argonne Laboratories, marine research, and at an Indian reservation.

The winter term, through cooperation with other schools having similar calendars, provides for specialized, intensive projects on other campuses throughout the United States. As many as 100 students participate in such exchanges each year, undertaking studies at more than fifty cooperating colleges.

The Off-Campus Programs office assists students in making arrangements, preparing contracts, and providing information and ideas related to various choices.

CAREER DEVELOPMENT

Each student is encouraged to explore career options and learn through experience about the realities of the world of work by participating in an off-campus placement. These opportunities are available through the coordinated efforts of the Career-Service staff and the faculty.

Counseling helps acquaint students with the nature of various careers and testing reveals their own potential. Through placement in the field, practical insights can be obtained. Credit can be earned by completing the terms of approved independent study contracts which are related to field experience. A placement service seeks to assist students in finding suitable positions at the time of graduation.

Career-Service is a Special Academic Program which involves representatives from the Career and Personal Counseling Center and, in some instances, the International Education office. Remunerative jobs, pre-professional internships, and field experience are designed to provide a range of opportunities that lead students into responsible vocational choices and career competence.

SUMMER MODULE

The summer module is a seven week period in which a full module of academic work is offered in subjects announced each spring. Students wishing to be absent from the campus for leave of absence, work experience, or foreign travel during a module between August and June may, through planning with the Mentor, study in the summer and graduate

without prolongation of their program. Students wishing to accelerate may do so through summer work.

Students desiring to do independent or directed studies during the summer may do so, either on the campus or elsewhere, consistently with the college's general standards and procedures regarding independent study.

THE ECKERD COLLEGE LIBRARY

The purpose of the library is to support the educational aims of the college by providing those facilities, resources, and services which will enable the students to achieve their full potential. Located in the center of the campus, the library provides an open and free environment for study and general reading. Quiet study carrels and carpeted lounge areas are interspersed throughout the open stack collection on the main floor while the mezzanine reading lounge provides a favorite place for smokers. A typing room is available for students who do not have their own typewriters. An audio-visual area with ten self-instructional carrels is a popular place to listen to one of the growing number of cassettes available in the collection. Art works and exhibits create a stimulating atmosphere in which to work or relax.

The collection contains more than 120,000 volumes with an acquisition rate of 6,000 additional volumes each year. The library also subscribes currently to more than 1,200 periodicals, contains a spoken record collection numbering more than 1,000, and has over 34,000 volumes in microform comprising more than 3,000,000 book pages. The services of the library are provided by highly trained professional librarians each of whom possess a masters degree in a second academic area. At least one of these professionals is on duty during most library hours (92 hours a week). The rest of the library staff is just as eager and capable of helping the student meet certain needs. The whole staff feels personally involved with each student in an adventure of learning by providing bibliographic help, reference service, circulation aid, interlibrary loan privileges, by sharing pens, pencils, paper clips, and by developing friendships which last beyond four years.

THE LEARNING RESOURCES CENTER

The enhancement of the student's learning capability is the purpose of the Learning Resources Center. Working closely with the Foundations Collegium, the director, the Writing Center supervisor, and their associates assist students who wish to improve reading, vocabulary, speed and comprehension levels; writing skills; listening skills;

discussion-participation capabilities; and research competence. Assistance in such areas is offered on an individual consultation basis and in study skills credit courses as well. Student selectivity at Eckerd is such that remediation is secondary to enhancement of already developed skills.

ACADEMIC POLICIES

The academic year at Eckerd College consists of two fourteen-week semesters (each divided into two seven-week modules), a three-week autumn term for freshmen, and a four-week winter term. During each semester both module and semester long courses are available. Ordinarily a full-time student will register for four courses during each semester. Students registered for three to five courses are considered full-time and are charged full tuition rates for the semester.

REGISTRATION

Registration dates are listed in the calendar at the back of this catalogue. Upon completion of procedures as outlined in registration materials the student's registration is approved by the business office and the Registrar. Any student who fails to complete registration and secure the final approval of the Registrar within the first week of the module is not properly enrolled and may be denied all credit for the module's work.

STUDY LISTS

All courses for which the student wishes to register for credit must be listed on the official registration form. The student is responsible for every course listed and can receive no credit for courses not listed on this form. After registration day, official changes in study lists may be made only through official drop/add cards approved by the instructors whose courses are involved. Unless a course is officially dropped, a grade of F will be incurred. No course may be added after the drop/add deadlines which are printed in the calendar in the back of this catalogue.

AUDITORS

Any regularly registered full-time student may audit a course without fee, subject to permission of the instructor. A full-time student will be charged an auditor's fee of \$150. Part-time students or students not registered for credit may attend courses as auditors subject to formal permission of the instructor and payment of an auditor's fee of \$150. No entry is made on the student's permanent record concerning audited classes. A course taken for audit may be changed to credit with the instructor's permission, if the change is filed with the Registrar before the last week of the class.

EVALUATION AND RECORDS

The standard grading system of the college is HP (High Pass), P (Pass), and F (Fail). These grades are reported to students and entered on the official records of the college. Instructors also report to the Registrar evaluations of A, B, C, D, or F. These reports constitute an auxiliary record and are held for use solely at the direction of the student.

A grade of Incomplete (I) indicates that although the work completed is of passing grade, some portion of the course remains unfinished because of illness or for some other reason beyond the student's control. Although the (I) will remain a part of the student's official record, a letter grade will also be noted on the record upon completion of the course requirements. If not completed within a year from the date on which it was incurred, an Incomplete becomes an F.

In case of formal withdrawal before the middle of a module/semester, a grade of W is recorded. If withdrawal occurs after the middle of a class, a grade of WP is recorded if work completed has been of passing quality, or WF if work completed has not been of passing quality.

SCHOLARSHIP REQUIREMENTS

At the close of each semester, the Academic Review Committee analyzes the progress of every student who has failed a course. Mentors, professors, and student personnel advisors may be consulted. If, in the judgment of the Committee, the cumulative record is unsatisfactory, appropriate action is taken by the Committee. A student who has accumulated more than one F is placed in one of the following categories: Probation - two or three accumulated Failures; Subject to Dismissal - four accumulated Failures; Dismissal - more than four accumulated Failures. A student who has been dismissed for academic reasons will be ineligible to register at Eckerd College for at least one semester after the date of suspension. To apply for reinstatement after the dismissal, a student shall apply for readmission through the Admissions office.

COURSE LISTINGS

MEANING OF LETTERS AND NUMBERS

Courses are designated by **three letters**, followed by **three numerals**.

1. The first letter indicates the collegium through which the course is offered: A-Creative Arts; L-Letters; C-Comparative Cultures; B-Behavioral Science; N-Natural Sciences; FDN-Foundations.
2. The second two letters indicate the discipline. The letters VS indicate that the course is part of the Values Sequence. The letters CM indicate a collegial course. The letters AS indicate that the course is an Area Studies. The letters WT indicate a winter term project.
3. The first digit of the three numbers indicates the level of the course: 1 and 2 indicate a course at the Freshman or Sophomore level; 3 and 4 indicate a course at the Junior or Senior level.
4. The second and third digits are used at the discretion of the collegium, with the following exceptions: **second** digit, 1 indicates a Modes of Learning course; 5 indicates a directed study; and 9 indicates an independent study.

Opportunities for independent study are available in all collegia. Independent study contracts are negotiated between the student and the faculty sponsor. Independent study contract forms are available in the Registrar's office.

Directed studies are listed in this catalogue. Copies of directed studies are available in the Registrar's office.

Modes of Learning courses and **Directed Studies** are included within subject matter listings and also appear separately in the following index. **Values sequence** courses are listed under Collegial Courses.

Any pre-registered student who has not attended classes by the end of the drop/add period is not eligible for credit.

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FOUNDATIONS COLLEGIUM

AUTUMN TERM PROJECTS FOR FRESHMEN

FDN 101

Photography: Science and Art

Prof. Wilbur Block

The medium of photography can be utilized in many ways for self-expression. This project will emphasize both the technical and artistic aspects of the subject. Text materials will be utilized as background for seminars concentrating on the chemistry of the formation and development of the latent image on film as well as composition and darkroom technology resulting in finished prints. The student must furnish his/her own camera and provide his/her own film and paper. Darkroom facilities and ordinary chemicals for black and white processing will be supplied. Evaluation will be based on the student's participation in the seminars, understanding of the subject matter, the quality of prints representative of his/her original work, and a log book of exposure and processing data.

FDN 102

Leadership Training in Activity-Centered Education

Prof. Richard Bredenberg

There is a growing need in our leisure-oriented culture for recreational leaders, and there is a continuing need for teachers who can make use of "fun" activities as part of the teaching process. This project will include the study of physical and mental capabilities of various age groupings and the acquisition of such skills as folk and square dancing, the playing and making of musical instruments, singing, active and quiet games, storytelling, plus skills which individual members may wish to develop. Students will be expected to conduct a program of recreation at a school, youth center, or retirement center and to compile a working file of songs, games, activities, dances and stories to be used in educational recreation.

FDN 103

The Art of Public Debate

Prof. Alan Carlsten

Recent history has indicated the urgent necessity of informed, rational public debate of all issues confronting the human community. This project will probe the structure and elements of public debate, laying stress on the nature of the debating process

and the rules of evidence used in the arguments. Types of reasoning--deductive, inductive, Toulmin inferential--will be studied and applied in actual debating situations. Ample opportunity will be afforded to every student for participation in debate. Individual and team debate will alternate. Video-tape equipment will be used extensively so that students may learn effective use of voice and body movement. Required reading: Otto F. Bauer, **Fundamentals of Debate, Theory and Practice**. Evaluation will be based on participation in class debates and a brief paper.

FDN 104

Rites of Passage: Religious and Secular

Prof. Stanley Chesnut

Transitions from one stage of life, status, or place are often marked in tribal society by rituals known as rites of passage. A fascinating collection of literary and visual materials has been edited by John Cafferata in **Rites**, which will serve as the starting point for our study of ritual and ceremony in modern life. We will consider such questions as: Why is there less ritual in modern society than in primitive society? What occasions provoke people to act ritualistically, and why? Do we need suitable rituals to help us through various critical times of life? Must rituals develop spontaneously, or can they be created artificially? We will act out certain types of rituals in order to obtain an understanding of the feelings of participants in a variety of roles. Our major effort will be the design of a fitting rite of passage to mark our transition into college life. Evaluation will be based on individual participation and learning.

FDN 105

"The head bone's connected to the neck bone . . ."

Profs. Dudley DeGroot, James Harley

What's in a body? Head, neck, chest, shoulders, arms, legs, etc., right? Well, not necessarily, because every culture provides a conventional way of categorizing parts of the body, together with plans for the use or display of the body. Through a combination of kinesiological, anatomical, and cross-cultural information, students in this project will explore different ways of viewing the body, as well as the kinds of connections made between body conceptions and behavior. An integral part of the project will be a series of "body involvements" drawn from many different cultures designed to heighten awareness of the body's construction and capabilities. Each student will be challenged to develop an explicit personal body conception.

Evaluation will be based upon class participation, reaction papers, and the final individualized body conceptions.

FDN 106

Medieval English Drama: Pageants and Puppets

Prof. Julie Empric

One of the richest stores of folk literature, creed and craft exists in the miracle, mystery, and morality plays of 10th through 16th century England. This project is designed to enable the student not only to study the plays, but to share the centuries-old experience of writing and producing plays such as **The Second Shepherd's Play** and **Everyman**, which interpret Biblical stories and situations of rigid moral decision. Although some attention will be allowed the mysteries and moralities, the principal emphasis will be upon the miracle plays, with the intention that our study culminate in a puppet-show, simulating the Corpus Christi procession and the presentation of a conglomerate cycle of plays.

FDN 107

America's "American" Americans

Prof. Frank Figueroa

A look at American culture as we perceive it and as others do. We will begin by looking at each other as individuals and as members of subgroups. From here we will proceed to examine the larger subgroups that makeup American society. Some of the most important institutions of this culture will be studied. At several points we will focus on American culture as perceived by people from other countries. Whenever possible we will make our own investigations and observations through personal contacts. We shall visit areas in the vicinity where some sub-cultures may be observed and experienced such as in Tarpon Springs, Ybor City, some Black ghettos, and retirement homes. Participants in this project will be evaluated according to their participation in class activities and through a research paper on a topic agreed upon by the student and the instructor.

FDN 108

Bargaining and Negotiation

Prof. Timothy Gamelin

Statesmen and politicians, managers and lawyers, and even close friends and neighbors are engaged daily in bargaining over small issues or large. What factors contribute to bargaining effectiveness? Are cooperative efforts more successful than competitive ones? The objectives of this project are to develop in each student (1) skills in negotiation,

(2) skills in mediating between negotiators, and (3) the ability to analyze bargaining behavior. Students will engage in several games and simulations of social bargaining processes, both as observers and as participants. Attention also will be given to current examples of bargaining at various levels from campus to global. These events will be used to illustrate behavioral scientists' research findings regarding bargaining behavior. Bases of evaluation will be classroom participation, written analyses, and examinations on assigned readings.

FDN 109

Signs and Symbols

Prof. Ashby Johnson

The project has individual and group aspects. The purpose is to develop a more acute awareness of the means by which information is communicated. The initial activity of the students is to record and report information being communicated to them apart from words. Subsequent activities concern differentiating between the conceptual and emotional content which is communicated, exploration of sources of misunderstanding, and group development of a "new" language. Library research is involved in the examination of the nature of signs and symbols, non-human forms of communication, and language theory. The campus and the people on it are the laboratory for the project. Although there is some important library reading associated with the project, primary focus is on direct research. The instructor will work out with each student one "verbal" and one "non-verbal" contribution which serves as the basis for evaluation.

FDN 110

Six Poets: Contemporary American and British Poetry

Prof. Peter Meinke

This is a study of six contemporary poets, three English and three American; the books have been chosen both for their intrinsic quality and as representatives of different directions in today's poetry. Tentative bibliography: Ted Hughes' **Crow**, Philip Larkin's **High Windows**, Geoffrey Hill's **Poems** (British); and Marilyn Hacker's **Presentation Piece**, Ai's **Cruelty**, Galway Kinnell's **The Avenue Bearing The Initial of Christ Into The New World** (American). Students will be evaluated on the basis of two papers (one on an English poet, one on an American), a final examination, and helpfulness in class discussion.

FDN 111**Opinion: Yours, Mine, Ours, Public***Prof. Anne Murphy*

You will do a survey yourself, "taking the temperature" of the Eckerd College Autumn Term, and publishing a profile of your own freshman class. You will also cooperate in a survey of the surrounding community, learning the correct and incorrect ways of wording questions, of conducting face-to-face interviews, of compiling data, and of interpreting the information you collect. The Opinion Project will also illustrate the limitations of opinion sampling and associated fact-finding.

FDN 112**The Scientific Work of Sir Isaac Newton***Prof. Peter Pav*

We will examine Newton's scientific achievements against the background of preceding and subsequent developments. We will try to compare Newton's role as synthesizer or continuator with his role as innovator. Was Newton carried along by ideas that were in the air, or was he a genius without whom science would not have gone forward? Why is it that Newton was so important? How did Newton change our world view? How did he relate science and religion? Our approach will emphasize reading (E.N. da Costa Andrade's *Sir Isaac Newton*), class discussions and presentations, and writing. Major emphasis will be placed on mastering this type of academic approach.

FDN 113**Tolerance of Aquatic Organisms to Environmental Factors***Prof. George Reid*

One of the most pervasive principles in ecology is the "Law of Limiting Factors." It implies that the composition of ecological communities is determined by the limits of tolerance of the inhabitants to one or more physio-chemical and biological characters of the environment. This project is designed to permit experimentation on the reaction of selected animals to extremes in environmental factors such as temperature, salinity, pH, detergents, pesticides, and others. A report will be prepared in scientific style, and a seminar will be held in which students compare results.

FDN 114**Why People Play***Prof. Henri Ann Taylor*

The main objective of this project will be to investigate the question, "why do people play?" The project will deal with such topics as time, work and leisure. We will also study and analyze many different kinds of play and types of games. Finally, some of the theories and explanations will be put into action. Students will plan and conduct a campus-wide party which will be, as far as possible, games and activities "invented" by the students themselves. The party should include a variety of play and game experiences. In the process of the course students will therefore complete a reading list, give classroom presentations, participate on debate panels, prepare a term paper or class project, and participate in all class activities. Required texts: **Why People Play** by Ellis and **The Theory of Play and Recreation** by Sapora and Mitchell.

FDN 115**Historical Novels: The Interweaving of Fact and Fiction***Prof. William Wilbur*

This project examines historical fiction, both as a literary form and as a method of historical understanding. By reading two novels and applying the criteria for "good" historical fiction students can deepen their appreciation for this genre and its contributions to our picture of the human past. All students will read Herbert Butterfield, **The Historical Novel**, Helen Cam, **Historical Novels**, and Hope Muntz, **The Golden Warrior** (novel about the Norman Conquest of England). A second novel will be chosen from a selected list. Fictional treatments will be compared with primary and secondary sources to test the historical authenticity of the novels. Evaluation will be based on discussions, oral reports, and two papers, evaluating the novels for their qualities as fiction and as history.

FDN 116**The Social Psychology of Romantic Love***Prof. Jack Williams*

This project will examine a variety of social and psychological theories which purport to account for the phenomenon we call romantic love. The first week of the course will examine the importance of the "romantic love complex" to western industrial societies and contrast this pattern with the relative unimportance of romantic love in many other societies. The second week will be devoted to social psychological theories and research. The third week

will be devoted to integrating social and psychological perspectives and to reviewing the professor's own research in the area. Required reading will consist of three paperback books, each of which presents a representative point of view on the subject. Students will be evaluated on the basis of an examination, class participation, and a written project.

FDN 117
Creative Problem-Solving in Management

Prof. Sandra Wilson

The intent of this project is to introduce individuals interested in management to the need for creative managers who can help develop innovative organizations that can respond to change. There will be a brief introduction to the tasks performed by managers (controlling, planning, decision-making, etc.). The main thrust however involves looking at new ways in which an organization can function. The approach here will be to take a look at "structured approaches to creativity." Some of the methods examined will be synectics, brainstorming, morphological analysis, bionics, and attribute listing. These methods will be considered along with more traditional problem-solving methods (e.g., the scientific method). Two texts have been selected (Gordon, **Synerctics**, and Gerardin, **Bionics**). Other sources will be recommended (Osborn, **Applied Imagination**, and Parnes, **A Source Book for Creative Thinking**). A selected bibliography will be available also. Evaluation will be based on class participation, intermittent quizzes, and a comprehensive final examination.

FOUNDATIONS COLLEGIUM COURSES

FDN 121 **Fall Term,**
Communications: Writing Skills **Spring Term**

Prof. Nancy Carter

A basic course in writing. Writing will be developed in relation to perception using the text, **Here and Now: An Approach To Writing Through Perception**. We will also explore writing in the context of related reading, studying, and discussing skills. Other texts are **The Practical Stylist**, **Seven Reading Strategies**, and **How To Study**. Evaluation will be based upon essays, quizzes, and a final examination.

FDN 122
The Art of Speech Communication

Prof. Alan Carlsten

This course will provide an introduction to the techniques of oral communication. It will deal with three principal areas of oral communication: small group discussion and interaction; informal public address; and formal public address. Stress will be placed upon techniques of effective group discussion and participation as well as upon the preparation of both formal and informal public address. Laboratory work will entail performance in small groups and individual public speech recorded by video tape equipment. Critique and analysis by professor and class will follow each performance. Required reading: Strunk and White, **Elements of Style**; Monroe and Ehninger, **Principles of Speech Communication**. Evaluation will be based upon students' written work and laboratory work. There are no prerequisites for this course.

FDN 123 **Fall, Spring Terms**
Fitness and Skills

Prof. James Harley

This course is a study of the physical fitness problem in the United States. Special emphasis will be on actual fitness training programs. The course will introduce as many skills to the students as time permits, in order to promote a lifetime of physical activity through at least one of the skills. Students will participate in a vigorous exercise program for the entire year, and must perform individual research in one specific area. Evaluation: a term paper of high quality is required.

Prerequisite: a medical clearance.

Open to upperclassmen.

FPE 121
Principles of Physical Education **Module IV**

Prof. James Harley

This course deals with historical, philosophical and scientific foundations of physical education; includes the desired aims and objectives of physical education as a career; and introduces administration and curriculum. Students will spend a minimum of 20 contact hours in one of the St. Petersburg schools in a pre-internship program. This will be a cooperative effort with public school teachers, to help determine if the student is truly a prospective physical education teacher. Evaluation will be based upon a term paper and a final exam.

A personal interview is the only prerequisite.

For Physical Education activities see page 75.

FVS 181
Inquiry and Human Nature

Fall Term

Foundations Staff

This course will focus on the problems of defining human nature and viewpoints taken by various disciplines such as anthropology, psychology, and the humanities. There will be three structural units: 1) Inquiry and the Ascent of Humankind; 2) Problem Solving Explorations; and 3) Inquiry and the Future of Humankind. The course will use a variety of approaches: lectures, films and demonstrations, discussions, projects, reports in the seminar groups, and individual work between student and Mentor. Evaluation will be based upon discussion, four or five papers or projects, and a final exam.

FVS 182
Values and the Search for Spirit

Spring Term

Foundations Staff

An extension of the first seminar, the objectives of the course are: 1) to explore the spiritual dimensions of mankind; 2) to probe one's own identity; 3) to encourage respect for each other's beliefs; 4) to encounter the range of spiritual reality in art and act; 5) to consider the importance of faith for life on Spaceship Earth now and in the future. Five major issues (Meditation, Suffering, Redemption, Action, and Vision) serve as the core around which revolve readings, lectures, discussions, and workshops, at which students experience specific spiritual dimensions (Art, Altered States of Consciousness, Yoga, Tai Chi, Adventure, Selfless Service, etc.)

COLLEGIUM OF CREATIVE ARTS

COLLEGIUM COURSES

ACM 305
Resident Advisor Internship

Fall Term

Student Affairs Staff

The primary purpose of the Internship is to increase the student's ability to observe, understand, evaluate, and act to facilitate community, social, and personal development of the people with whom the student is living and working. The following hours per week are expected of students: four of instruction, seven of preparation, and ten of laboratory. Evaluation will be on a substantial research project on an area related to the RA course, and on several shorter papers.

Prerequisites: Selection as a Resident Advisor.

AVS 381
Philosophy and Education

Fall Term

Prof. Jerry Gill

The aim of this course is to focus recent issues and positions in educational theory from a philosophical perspective. The three central issues will be: 1) What is the relation between education and experience? 2) What is the relation between education and society? 3) In what sense is the teaching-learning activity to be thought of as an art? Required texts will be **Experience and Education**, J. Dewey; **The Aims of Education**, A.N. Whitehead; **Deschooling Society**, I. Illich; **Pedagogy of the Oppressed**, P. Freire. The course will be structured around discussion of the texts and occasional lectures. Students will be asked to rotate the primary responsibility for discussion (for which they will prepare one-page thesis papers), to write a five-page paper stating their own philosophy of education, and to participate in a group report-presentation at the end of the course. Other members of the Creative Arts faculty will be asked to participate in the course at points which relate to their discipline.

Prerequisites: none.

AVS 382
Bodies, Persons, and Meaning

Spring Term

Prof. Jerry Gill

The aim of this course is to integrate and explore the growing interest in the role of the body in personhood, knowing, and doing. The focal issues will be embodiment in movement, language, and sexuality, with special attention given to the Christian view of the body in personhood. Required texts will be **Bodies in Revolt**, T. Hanna; **The Body**, J.A.T. Robinson; **Phenomenology of Perception**, M. Merleau-Ponty; **Towards a Poor Theatre**, J. Grotowski. The course will be structured around discussion of the texts and occasional lectures. The students will be asked 1) to rotate primary responsibility for discussions (for which they will prepare one-page thesis papers), 2) to write a five-page paper in which they trace a specific aspect of Merleau-Ponty's philosophy, and 3) to participate in a group report-presentation at the end of the course. Other members of the Creative Arts faculty will be asked to participate in the course at points which relate to their discipline.

Prerequisites: none.

AVS 383**The Psychology of Consciousness****Module I***Prof. Thomas West*

This course is a junior and senior colloquium in the Human Development Cluster of the Creative Arts Collegium. With the development of humanistic psychology, attention has been directed to the phenomenon of consciousness. It may be that in our "normal" state we are aware of and are involved in only a small segment of our possible consciousness. Some studies indicate that the creative process is enhanced by the consciousness being in the alpha or theta states. This colloquium will explore the research, theories, and findings concerning altered states of consciousness. We will draw upon the creative venture in art, drama, music, and other fields where innovation occurs.

AVS 384**Twentieth Century American Women Artists and Writers****Module III***Prof. Nancy Carter*

This study begins by placing women artists and writers in the social and cultural context of their time with selected background readings. Primary emphasis, however, will be upon their contributions in different media. Students will choose works to study from the following categories: photography, dance, poetry, and prose (including autobiography and biography, as well as fiction and other writings.) Some of the women represented in this study are Isadora Duncan, Georgia O'Keeffe, Edna St. Vincent Millay, Marianne Moore, Gertrude Stein, Anais Nin, Zelda Fitzgerald, and Djuna Barnes. Evaluation of student will be based on class discussion participation, a project, and an extensive paper. Optional: personal journal.

AVS 385**Fact and Value****Module III***Prof. Jerry Gill*

An in-depth consideration of the relationship between fact and value as it is expressed in various modes of knowledge and experience. Special focus on the insights of Michael Polanyi. Emphasis is on discussion and reflective thought. Polanyi's books **Knowing and Being** and **Meaning** will serve as the main texts. Evaluation will be based on one-page "thesis papers", which will be used as springboards for class discussion, a five-page paper exploring the fact/value relationship in a particular aspect of contemporary culture, and a final group project-report.

This is a colloquium course; there are no prerequisites.

AVS 386**The Fall of '76: A Bicentennial Critique****Module IV***Prof. Richard Mathews*

The purpose of the course will be to construct and critique an image of America as it sees itself in the light of the celebration of its 200th anniversary. Background reading will include selected historical texts and literary works, but there will be extensive use of contemporary material from newspapers and periodicals. Students will become aware of how the written word creates and influences values, and will investigate the changes in language and rhetorical expressions over these 200 years, and the resulting or accompanying values changes. We will consider the importance and influence of journalistic and even "propagandistic" techniques in literature marking the years 1776 to 1976. Students will be evaluated on a term paper and class participation.

Prerequisites: available to juniors and seniors.

AVS 387**Performance, Performing, Performer****Fall Term***Prof. James Carlson*

This is a colloquium for those who seriously consider careers in the performing arts. They should be junior or senior students with performing arts concentrations. Especially qualified and knowledgeable students who are not concentrating may be admitted with the recommendation from the music and theatre faculty. Knowledge and experience will be assumed; this is not an introductory program. Evaluation will be made on the basis of a prepared portfolio and the audition or presentation associated with it, on the student's specific contribution to selected group presentations and on his general participation in discussions.

AVS 388**The Art Experience****Module II***Prof. Robert Hodgell*

This course is open to any junior or senior (or sophomore with permission of instructors) who is working in any medium. It is designed to reveal what it means to be an artist today and to elicit from students various forms of response. Students will attempt to integrate the roles of artist, comprehender, symbol-maker, philosopher, human being, inquirer, reporter, writer, and critic. Each student is expected to continue working in the medium of his choice (theatre, dance, visual art, music, writing, etc.) This work will be brought to critiques and will be used as part of the total evaluation of each student's participation in the course.

AVS 389
Creative Listening

Fall Term

Prof. Shirley Smith

"Verbal dialectic is powerless to define musical dialectic in its totality." Stravinsky. Music, like every other art, has existence and values of its own, quite distinct from history, its ethnology, or its theory. It is these values which must be paramount if music is to be understood at all. In this course much of the student's learning and the discussion derives from his actually listening to music rather than reading about it or acquiring facts peripheral to it. This learning process is intended to be one of a continual refinement of musical perception, one of constant increase in the student's sensitivity and in the degree of active response to individual works of music. Required materials: **"The Art of Listening,"** Bamberger and Brofsky. Recordings. Evaluation will be based on class discussion, four tests and a final exam.

Prerequisites: none.

AVS 481
Senior Seminar in Art

Module IV

Prof. James Crane

This course is designed to aid the student in transition from art student to post-graduate work in art. Areas of major focus will be: 1) the values implications of moving from art as a primarily personal expression to art as a public statement, 2) exhibitions and exhibiting, 3) graduate study, 4) vocational opportunities and preparation of a resume. Evaluation will be based on participation and involvement and on written assignments. Enrollment is restricted to senior art majors who have completed their thesis show.

AVS 484
Issues in Education

Spring Term

Prof. Molly Ransbury

The sociological foundations of education are explored in this Creative Arts Collegium Colloquium. This seminar includes: reports and comments on internship observations and interactions; discussion of assigned reading from texts, periodicals, and the press; interviews with visiting experts, i.e., school board members, classroom teachers, parents and children; exploration of media as it relates to education; studies of the expectations of individuals and societies concerning education; development of a statement of personal-professional value, demonstrating an integration of data from curricular experience.

ART

AAR 111 [Modes of Learning]
Visual Problem Solving I

Module I

Prof. James Crane

This course is designed to give the beginning art student a systematic approach to working in visual arts. Through a series of limiting problems, the student learns to develop his ideas, and as he learns, limits are decreased and freedom is increased. The primary aims of the course are to: 1) develop skills in spatial organization and in relating forms in sequence as an on-going process; 2) discover uniqueness and a personal approach to solutions, even within narrow and arbitrarily prescribed bounds; 3) develop an ability to make and articulate sensitive and astute judgment on the quality of solutions; 4) develop increased dexterity in the handling of visual media.

AAR 112 [Modes of Learning]
Drawing Fundamentals

Module I

Prof. Robert Hodgell

This course will follow a modes-of-learning approach, process-oriented, on learning to learn to draw. Basic drawing media and instruments will be used. The approach will be discovering new ways of seeing, feeling, recording, and expressing images and forms. Each student should expect the materials to cost from \$30 to \$50. This is a basic skill course and regular attendance is necessary and expected. Freshmen and sophomores are given top enrollment preference. The course may be repeated with a different instructor since the stress is on individual development rather than once-learned content.

AAR 220
Sculpture

Module I

Prof. Robert Hodgell

Students are expected to become familiar with the problems and possibilities of three-dimensional work in various media through class discussions, slides, publications, and field trips. Each student will be expected to spend most of his course time working on his own sculpture projects with periodic class critiques. Evaluation will be based on the quality and quantity of the work produced.

Prerequisites: AAR 112, AAR 111 or permission of the instructor based on prior experience in related media.

AAR 221
Visual Problem Solving II

Module II

Prof. James Crane

This course is designed to give the beginning art student a systematic approach to working in visual arts. Through a series of limiting problems, the student learns to develop his ideas, and as he learns, limits are decreased and freedom is increased. The primary aims of the course are to: 1) develop skills in spatial organization and in relating forms in sequence as an on-going process; 2) discover uniqueness and a personal approach to solutions, even within narrow and arbitrarily prescribed bounds; 3) develop an ability to make and articulate sensitive and astute judgment on the quality of solutions; 4) develop increased dexterity in handling of visual media.

AAR 222
Clay I

Module III

Prof. John Eckert

This course explores handbuilding -- material, form, and spirit. Students will experience clay mixing and recycling, various hand-forming methods, glazing and firing, pottery room organization and maintenance, and a thinking and feeling inquiry into the process in which they are engaged. Evaluation will be based on the quantity and quality of clay work produced, participation in group efforts in the pottery shop and critiques, and on two written statements.

Permission required. Preference will be given to sophomore and junior art majors.

AAR 223
Clay II

Module III

Prof. John Eckert

This course explores handbuilding -- material, form, and spirit. Students will experience clay mixing and recycling, various hand-forming methods, glazing and firing, pottery room organization and maintenance, and a thinking and feeling inquiry into the process in which they are engaged. Evaluation will be based on the quantity and quality of clay work produced, participation in group efforts in the pottery shop and critiques, and on two written statements.

Prerequisites: permission required. Preference will be given to sophomore and junior art majors.

AAR 224
Art Projects

Module IV

Prof. Robert Hodgell

Art Projects provides an opportunity to work, under contract, in art media either independently or in media groups. Specific instruction, demonstrations, and workshops will be offered in painting block print, ceramics, and wood. Work will be evaluated on the basis of quantity, craftsmanship and evidence of involvement and personal aesthetic growth. Critiques will be scheduled regularly. Group events will be scheduled, but extensive work will be expected outside scheduled time. Professors will be available at posted times for consultation.

Prerequisites: AAR 112 and AAR 111.

AAR 229
**Photography as Image Gathering:
Basic Photography**

Module IV

Prof. John Eckert

This course is to help students to become more aware of visual images through the recording power of light-sensitive materials. The course will deal with gathering and presenting photographic images through the use of photographic processes and equipment. Work submitted will be appropriately mounted black and white photographs, two papers, and a notebook of data and comments kept by the student. Evaluation will be based on evidence of the student's progress as seen through the papers, the notebook, and the photographs.

AAR 301
Collage and Assemblage

Fall Term

Prof. James Crane

This course explores the interface between painting and sculpture. Two and three dimensional objects and images will be created employing various materials. Initial assignments will be used to acquaint students with media and image possibilities with increased latitude for personal exploration as progress is made. Teaching method will be class critiques of works largely produced outside of class with occasional demonstrations and slide presentations. Students expecting to enroll should begin collecting magazines for images. Evaluation will be on the quality and quantity of work produced, craftsmanship, daring, and visual impact. Ambitiousness will be taken into account.

Prerequisites: Visual Problem Solving and Drawing. Class limit of 15

AAR 321
Advanced Drawing

Module III

Prof. Robert Hodgell

A studio experience for students ready to do serious work in various drawing media. Basic skills and development of personal mode of expression will be stressed. There will be regular critiques and models will be provided, but students must be capable of working on an independent basis and provide their own supplies.

Prerequisites: permission of instructor.

AAR 328
Visual Graphics

Module II

Prof. Robert Hodgell

This workshop will include instruction in various print media for beginners, but the workshop is primarily for those who wish to do serious work in printmaking. Stress will be on independent work with regular group critiques.

The prerequisites are Visual Problem Solving, Drawing, or permission of the instructor based on sketch book or portfolio.

AAR 420
Studio Critique

Spring Term

Prof. James Crane

These courses offer students a maximum of independence with regular critiques of their work. Each student is asked to prepare a contract for what he intends to do in the semester. Materials to be used are media at the choice of the student. Material expenses normally run from \$50 to \$100. Class time is used for review of the work, field trips, and discussion. All work done in the semester following the contract will be the basis for evaluation.

Prerequisites are Visual Problem Solving, Drawing, and any media workshop.

COMMUNITY STUDIES

See Behavioral Science Collegium

EDUCATION

AED 118 [Modes of Learning]
Early Childhood Education I

Module I

Staff

The growth of the young child from infancy to age six will be examined in an attempt to establish links between biological, familial, and cultural influences

on the child and the design of outstanding early educational practices. Students will observe one child with particular attention to individual differences including birth order, sensory stimulation and deprivation, sex, race, and social class in relation to intellectual functioning, socialization patterns, and aptitudes. Evaluation will be based on an anecdotal record and exploration of issues such as design and implementation of early childhood curricula, alternate staffing, and the role of the family.

AED 119 [Modes of Learning]
Environments of Learning

Fall Term

Prof. Richard Bredenberg

A study of the various formal and informal environments in which learning occurs in order to discern how learners learn and how teachers teach. The environments include: schools - public and private, traditional and innovative; other learning centers - libraries, museums, galleries, science centers, places of business, correctional institutions, churches; programs - for the handicapped, the gifted, the average, the child, the adult, the aged. In addition to regular meetings the class will make six field trips. Students will identify elements of learning theory and appraise the teaching and managerial skills involved in each program in relation to learning theory. Each student will research one program in depth through a) participation, in which the student practices the skills of teaching, and/or b) library study, in which the student examines and evaluates the results of relevant educational research. Required readings will be from a library reserve shelf.

There are no prerequisites.

AED 203
Early Childhood Education II

Module II

Prof. Molly Ransbury

Emphasis is given to the development and implementation of plans for an optimum learning environment for three-, four-, and five-year-olds. A complete instructional unit is designed as part of a series of theory-oriented seminars and then operationalized within a licensed early childhood program. Evaluation based on: 1) the effectiveness of the unit design as determined by child-learning outcomes; 2) the creativity of the design unit; 3) the extent to which the unit incorporates a sound theoretical base.

Prerequisite: Early Childhood Education I.

AED 250**Education Experience: Alternative School
[Directed Study]***Prof. Molly Ransbury*

The purpose of this directed study is to offer the student the opportunity for: 1) viewing approaches to the educational process; 2) assessing the concept of man as learner; 3) evaluating the learning process; 4) refining attitudes toward schooling. Requirements include observing in several alternative schools, and conducting a teaching project in one school. Evaluation is based on a weekly conference with the school director, the professor, and the school staff. A video tape progress report is to be made and presented to a group of students in education for evaluative feed-back.

AED 322**Methods of Teaching Reading***Prof. Molly Ransbury*

An investigation of the theory of reading is followed by practice in recognizing and diagnosing reading problems. Through a series of seminars and one-to-one experiences with children, the student develops competency in evaluating pre-reading skills; decoding, comprehension reference, and study skills. Evaluation is based on a diagnostic report for one child that employs both informal and formal diagnostic procedures.

Prerequisite: Admission to the Elementary Education program, or approval of the instructor. First preference will be given to students in the Elementary Education program.

AED 350**Prescriptive Teaching [Directed Study]***Prof. Molly Ransbury*

An experience in prescriptive teaching techniques is an integral part of the structure of overall teaching competency. This directed study offers a mechanism through which the student may enhance skills. A child is selected based on teacher referrals, is observed in many different environments, and an assessment of problem areas and strengths is conducted. Learning sequences are then prescribed for the actual classroom setting. Evaluation is based on the successful implementation of prescriptive techniques, as demonstrated through video tape, teacher feed-back, and pupil growth.

AED 401**Elementary Education Methods I***Staff*

This course includes an investigation of both the theory and practical application of methodologies of academic instruction. Through a series of seminars, individual conferences, observations, and one-to-one experiences with children, the student will explore, plan, and evaluate approaches to communication as a teacher. Evaluation will be based on the student's oral presentation of constructive suggestions for improving educational methodology, as well as on a tutoring journal.

AED 421**Psychology for Education***Staff*

This is a study of the psychological foundations of education with emphasis upon those which have application for the classroom teacher. The course is interrelated with experiences of student teachers and is a requirement of candidates for elementary and secondary education certificates. The course is open to others by permission of the instructor.

AED 422, 423, 424**Professional Elementary Education***Prof. Molly Ransbury, Staff*

The professional semester for Elementary Education interns includes participation in all phases of the operation of an elementary school. Interns practice their teaching skills at both the primary and intermediate grade levels within each of three methods of classroom organization: open space, self-contained, and team-teaching. The intern also spends time in direct study with the school principal, social worker, guidance counselor, learning resources director, language arts specialist, and art, music, and physical education teachers.

Prerequisites: admission to the Teacher Education program and the successful completion of all courses for Elementary Education certification except AVS 484.

AED 431**Pre-Internship***Prof. Richard Bredenberg*

This is an experience-oriented course conducted primarily in the public secondary schools. Each student will be assigned to work with a public school teacher for ten hours per week for one semester. Activities may include assisting in individualized

Module I**Spring Term****Spring Term****Fall Term**

instruction, tutoring small groups, teaching micro-lessons. Evaluation will be based on written self-appraisal as a candidate for the teaching profession, a written evaluation by the public school directing teacher, and an observation of the student's teaching by the professor.

Prerequisites: admission to the Teacher Education program.

AED 435, 436, 437
Professional Education

Spring Term

Prof. Richard Bredenberg

The first five weeks of the semester include a variety of experiences to equip students with skills for classroom teaching. The curriculum strives for student competency in audio visual materials, applications of learning theory to the classroom, the teaching of reading, special methods of teaching, knowledge of the operation of the public schools, and recent innovations in education, followed by nine weeks of student teaching during which the student teacher assumes full teaching responsibility. *Prerequisites: Introduction to Psychology, Pre-Internship, and formal admission to the Teacher Education program.*

LEISURE AND RECREATION

ALR 271
Leisure and Recreational Studies
Exploration

Module II

Prof. Henri Ann Taylor

Designed as an exposure experience, this course introduces the student to several different fields of recreation and leisure. These include municipal recreation, recreation for the aging, recreation for the handicapped, college recreation and hospital recreation. This introductory study will not only provide the students with an opportunity to observe these various programs, but will enable them to assist the professional staffs in various ways. It will introduce the student to the philosophy, purpose, and need for recreation as well as serve as an excellent screening device whereby students may determine if they wish to pursue the Leisure and Recreational Studies Concentration. This course is a prerequisite to all other Leisure and Recreation courses.

ALR 350
Concepts of Leisure [Directed Study]

Prof. Henri Ann Taylor

The purpose of this course is to give the student an exposure to and an analysis of the total field of

leisure and recreation. It is also intended to help the student develop and put into operation his own concepts of this field. The areas of study include the history, scope, organization, theories, sociology, psychology, philosophy, economics, problems and future of leisure and recreation. The course material is divided into four units: 1) The Recreation Movement Today, 2) The History of Leisure and Recreation, 3) Concepts and Definitions of Leisure, Recreation, Work, Play and 4) Goals and Problems of Leisure and Recreation. The text is **Recreation and Leisure in Modern Society** by Richard Kraus with additional readings being listed in the bibliography of the Course Syllabus.

Prerequisite: ALR 271 Leisure and Recreation Exploration.

ALR 370
Leisure and Recreation Internships

Fall Term

Prof. Henri Ann Taylor

This course is designed for junior and senior Leisure and Recreation majors. It gives them the opportunity to work as interns in one of the many St. Petersburg agencies. The student chooses the project that most nearly suits his future career plans. Some of the Intern Projects are: 1) geriatric; 2) recreation for the handicapped; 3) municipal recreation; 4) hospital recreation. Evaluation is based upon supervisor's weekly reports, assigned readings including texts, daily journal including personal evaluation of the experience, and a paper on a project devised by the student including a report on procedures, results, and bibliography.

ALR 371
Recreation Projects

Fall, Spring Terms

Prof. Henri Ann Taylor

This course is designed to provide apprenticeship opportunities for students who wish to gain, practical, on the job experiences in carefully selected recreational agencies that deliver special types of recreation programs especially for minority groups such as the aging, handicapped, disadvantaged, and the ill and/or hospitalized. During the course the students will: 1) engage in detail study of the type of recreation in which they wish to later work, 2) survey the agencies in St. Petersburg that provide that specific type of recreation, 3) with the approval and assistance of the instructor and agency supervisor, select the agencies in which they wish to work, 4) formulate and have approved a contract that will identify the responsibilities of the student, the supervisors and the instructor, and 5) fulfill the contracts by actually working in at least two of these

agencies. Required reading: **Recreational Activity Development for the Aging**, Lucas; **Recreation for the Handicapped**, Pomeroy; **Recreation and Leisure Service for the Disadvantaged**, Nesbitt; **Recreation, A Medical Viewpoint**, Haun. The student will be evaluated: 1) by the instructor on the quality of work he produces at the agency, 2) the supervisor's evaluative statements, 3) a project paper, 4) a journal and 5) a final examination.

Prerequisites: Leisure and Recreational Studies Exploration.

ALR 375 **Module III**
Concepts of Leisure and Recreation

Prof. Henri Ann Taylor

This course will review the basic ideas and problems of leisure in our contemporary society and will project these into the future when even greater amounts of leisure time will be available. The course will: 1) point students to the need for more resourceful citizenry to cope successfully with the pressures of daily life; 2) outline the leisure problems of the day; 3) probe concrete suggestions for creating more beneficial patterns of living; 4) analyze different agencies that are trying to meet the needs of our leisure oriented society; and 5) help students recognize the problems and the resources available to help in solving leisure problems. Required readings: **Fundamentals of Recreation**, Yukic; **Leisure and the Quality of Life**, AAHPER. Evaluation will be on the basis of participation in class, projects, papers, readings, and exams.

Prerequisites: AED 118

LITERATURE

ALI 110 [Modes of Learning] **Module I**
Literary Studies

Prof. Richard Mathews

This is an introduction to the various literary genres with concentrations on certain novels, e.g., Gide's **The Counterfeiters**, Kafka's **The Castle**, an anthology of poetry, and a book of short stories. The class will approach these works stylistically as well as thematically. Students will be evaluated on the basis of class participation and three analytical papers (each on a different genre).

ALI 224 **Module III**
Neoclassic Poetry and Prose

Prof. Richard Mathews

The Eighteenth Century in English literature has been variously called "The Age of Johnson," "The Age of

Satire," and "The Neoclassic Age," but whatever label is applied, it was a rich literary period, full of wit, intelligence and confidence. This course will survey major prose and poetry of the period with some emphasis on the classical sources. Readings will include: Samuel Johnson, **Rasselas**; Swift, **Gulliver's Travels**; Gay, **Beggar's Opera**; Sterne, **Tristram Shandy**; poetry by Dryden, Gray, Prior, Pope, Swift, Blake, and Congreve, **The Way of the World**. Students will be evaluated on a class presentation and a final exam.

Prerequisites: two courses in literature.

ALI 250
Children's Literature [Directed Study]

Prof. Peter Meinke

This course is designed to introduce students to the best of children's literature in the various genres; it is divided into seven sections: Nursery Rhymes, Fairy Tales, Folk Tales & Mythology, Picture Books, Fantasy, Poetry, and Fiction. Students may concentrate in one or two areas, but must do some reading in all seven. The course will be evaluated on the quality of a journal kept by the student on his or her reading, plus a project which may be either creative (for example, writing a children's story) or scholarly (for example, an essay on the history of nursery rhymes).

ALI 251 **Directed Study**
Comics

Prof. Richard Mathews

ALI 252 **Directed Study**
English Fantasy Literature

Prof. Richard Mathews

ALI 301 **Module I**
Southern Literature

Prof. Peter Meinke

This is a study of 20th Century Southern writing, mainly the novel, but also poetry and theatre. We will study the works as separate examples of literature, but also attempt to isolate what is common and "Southern" among them. Tentative bibliography: Carson McCullers' **The Ballad of the Sad Cafe**, Harry Crews' **The Hawk is Dying**, R.P. Warren's **All the King's Men**, Faulkner's **Light in August**, Walker Percy's **The Last Gentleman**, Reynolds Price's **A Long and Happy Life**, plus short stories by Eudora Welty and Katherine Ann Porter, poems by Ransom, Tate, Warren, Dabney Stuart, and others; and plays by Tennessee Williams. Students will be evaluated on the basis of three papers (one on each group), plus helpfulness in class discussion.

Prerequisites: none.

ALI 303**The Pre-Raphaelites and Their Circle****Module I***Prof. Richard Mathews*

With the founding of the Pre-Raphaelite Brotherhood in 1848, English visual arts and literature experienced a last flowering of the Romantic Movement. The Pre-Raphaelites were the **avant garde** of Victorianism, advocating both aesthetic and social liberation. The style of life and art they produced led directly to the aesthetic movement and art nouveau. This course will trace the development of the movement from Dante Gabriel Rossetti through Oscar Wilde and Aubrey Beardsley and will examine prose, poetry and visual arts. Readings will include: Cecil Lang, ed., **The Pre-Raphaelites and Their Circle**; Joris-Karl Huysmans, **Against the Grain**; Oscar Wilde, **Plays, Prose and Poems**; and selections from John Ruskin and Walter Pater.

Criteria for evaluation: class participation, one class presentation, and three short papers.

Prerequisites: none.

ALI 331**One-Act Play Workshop****Module III***Prof. Richard Mathews*

Students will investigate the possibilities of short drama by reading and writing one-act plays. We will read at least 25 short plays, including both traditional and experimental forms. Each student will write at least five plays, some of which will be read and discussed in class. Production of original plays will be encouraged. Students will be evaluated on their written plays. *Prerequisites:* permission of instructor - enrollment limited to 15.

ALI 350**Modern American Novel [Directed Study]***Prof. Peter Meinke*

This course introduces the student to the major American novelists of the first half of the 20th century. Students are expected to read 10 to 12 novels; they may substitute 3 or 4 books **by the same authors** for those suggested in the syllabus (e.g., **The Great Gatsby** for **Tender Is The Night**, etc.) Students will be evaluated on the basis of a journal kept on their reading. This journal should contain at least the following three elements: 1) a discussion of the novel's ideas and themes, 2) an analysis of the novelist's style, and 3) a subjective evaluation of both these aspects.

For other literature courses see Letters and Comparative Cultures Collegia. See also Writer's Workshop.

MUSIC**AMU 115 [Modes of Learning]
Comprehensive Musicianship I****Module I***Prof. William Waters*

This course is designed to serve as an introduction to the fundamentals of music. The focus of the course is designed to increase the student's awareness of the process of becoming a musician, and of the role of the musician in today's society. Emphasis, too, will be placed on programmed ear training and sight-singing both in the classroom and in independent lab sessions. Evaluation for the course will be based on written exercises, several short tests, participation in class activities, and a final examination.

AMU 244**Seminar in Solo Vocal Literature****Fall, Spring Terms***Mr. Harry Waller*

This course involves a series of seminars and discussions of masterworks of vocal literature in all styles and periods. Students, faculty, and guests are invited to participate. Each student will give at least one formal presentation each semester. Critique sessions will enable the student to understand better the level on which he is able to communicate his musical ideas to his listeners. Credit for two courses will be given in the senior year for students who have satisfactorily participated in colloquia for each of four semesters.

AMU 245**Choral Literature and Ensemble****Fall, Spring Terms***Prof. William Waters*

This is a survey of music for chorus from medieval to contemporary periods. Active membership in the Concert Choir is required concurrently with this course. Techniques of ensemble performance will be demonstrated and practiced. Proficiency in score-reading will be taught. The student is expected to gain knowledgeable insight into historical and stylistic considerations as well as performance practices appropriate to the periods studied. Evaluation will be based on quality of daily participation and on skills demonstrated in public performance. Students will be admitted on basis of audition.

AMU 261**American Music****Spring Term***Prof. Shirley Smith*

This course will be a study of all the currents of musical thinking which have influenced American

musical development. It will include such composers as Billings, Gershwin, Ives, and music of the Puritans, Pioneers and Blacks. Styles of music covered will include folk, ragtime, jazz, 12-tone, opera; the traditional as well as the innovative and experimental. Required reading "America's Music," Chase; and "American Music Since 1910," Thomson. Criteria of evaluation: class discussion, two exams, three short papers.

Prerequisites: none.

AMU 266 Music Projects I

Module I

Prof. William Waters

Music Projects I will embrace a variety of performance-centered musical experiences. Activities may be centered around solo or ensemble work and may comprise several short works or an extended work. Regular rehearsal is expected of each student, and weekly critique sessions will guide participants toward objectives set at the beginning of the work. Enrollment is open to all students, but each proposal must have the approval of the music faculty. Work may be distributed over more than one module for a single module's credit. It is possible to enroll more than once in Music Projects I, with a change of area of emphasis.

Prerequisite is demonstrated musical skills.

AMU 350 Twentieth Century Music [Directed Study]

Prof. William Waters

This course surveys important works of the major composers of this century. After completing the material of the syllabus, which will include readings from standard histories of this period, writings by the composers themselves, and listening to phonograph recordings of their works, students may choose for their final evaluation a written examination, an extended paper on a topic approved by the instructor, or a project approved by the instructor. The course is open to all students. However, ability to read standard musical scoring at a minimal level is helpful.

AMU 366 Music Projects II

Module I

Prof. William Waters

Music Projects II is intended for those students who have demonstrated their abilities to handle musical tasks and are ready to move into larger areas of oper-

ation, such as complete recitals. They will have demonstrated proficiency in theoretical and historical background of the works with which they plan to deal, or they may be engaged in the production of an original work. Work may be done in more than one module for a single module's credit. By a change of emphasis, the course may be repeated for additional credit.

Permission of the faculty is prerequisite.

AMU 367 Men, Women and Keyboards

Module IV

Prof. Shirley Smith

The course will cover the construction, social history, and music composed for all keyboard instruments - particularly the clavichord, harpsichord, organ and piano. Whenever possible the instruments themselves will be available for student use. Live performances and recordings will be used in the study of the music. Required readings: "Keyboard Instruments", Pipkin; "History of Keyboard Music", Apel; selections from "Men, Women and Pianos", Loesser. Criteria of evaluation: four short papers, mid-term exam and one research paper.

Prerequisites: Music majors or any student who has studied a keyboard instrument.

AMU 441 Comprehensive Musicianship IV

Module II

Prof. Shirley Smith

This course is designed as an advanced study of music (analysis of the different compositional forms and techniques and the harmonic procedures used in the classical era of music), primarily for the student who intends to pursue a musical vocation. The focus of the course is designed to increase the student's awareness of the process of becoming a musician, and of the role of the musician in today's society. Emphasis, too, will be placed on ear training and sight-singing both in the classroom and in independent study. Required reading will include Harmony texts and Donald J. Grout's book **The History of Western Music**, but will draw heavily on library resources and recordings. Evaluation for the course will be based on written exercises, several short tests, participation in class activities, a course paper, and a final examination.

Prerequisites for this course are Comprehensive Musicianship courses I, II, and III, or by special permission of the instructor.

AMU 442 **Fall, Spring Terms**
Applied Music: Organ, Piano, Voice
Guitar, Strings, Brass, Woodwinds

Staff

A student will learn to perform great music of all periods on any instrument offered as Applied Music through a program of disciplined practice and research into the music which is being performed. One 1-hour lesson per week and at least six practice hours per week will earn one course credit for each year of study. Assigned library research will be made for compositions being studied. Evaluation will be based on student's performance level and his understanding of compositions studied.

Prerequisite: Permission of music faculty.

AMU 463 **Spring Term**
Comprehensive Musicianship V

Prof. William Waters

This study will focus on the product of some of the leading composers of the Romantic Era in music from the late works of Beethoven to Debussy. Through examination of primary source material and analysis of various musical structures, students will develop an understanding of the language of the Romantics. In instrumental forms, compositions for solo instruments, chamber works and the large symphonic forms will be studied. The main text for the course is Grout: **A History of Western Music**. Other readings will be selected from major historical, biographical, and stylistic writings about the Romantic Period as well as from writings of the composers themselves. Each student will submit one major paper and two shorter ones for evaluation. Opportunities to compose in a style reflective of the period will be given and student performances of original compositions and works by the masters will be encouraged.

Prerequisites: Comprehensive Musicianship I or equivalent.

PHILOSOPHY

APL 241 **Module IV**
Ethics

Prof. Jerry Gill

This course traces the major moral philosophies in Western thought, from Plato through Nietzsche. Special attention is given to the foundations of moral reasoning and the definition of the good life. The texts will be **Ethical Theories** (Melden) and **Ethics** (Frankena). Students will be divided into discussion groups and will rotate the major responsi-

bility for class discussion. There will be at least two one-page thesis papers and one five-page paper applying the position of a major ethical thinker to a contemporary moral problem. There will also be a final integrative educational experience.

APL 441
Philosophy of Language

Module I

Prof. Jerry Gill

This course is an in-depth consideration of the character of language as a mode of communication, and as compared and contrasted with artistic expression. Special attention is given to the views of Wittgenstein and prominent art theorists, such as Susanne Langer. The basic text is Wittgenstein's **Philosophical Investigations**. Other books will be used as appropriate. Evaluation will be on the basis of two written projects of an exploratory nature and one group project. Discussion will be emphasized.

Prerequisite: some philosophy is recommended but not required.

For other philosophy courses see Letters and Comparative Cultures Collegia.

PSYCHOLOGY

APS 114 [Modes of Learning] **Spring Term**
Humanistic Approach to Thinking and Feeling

Prof. Thomas West

This experience will serve as a Modes of Learning course as well as for entry into the Humanistic Psychology concentration. Content will be drawn from the various forces in psychology (analytic, behavioristic, and humanistic). The focus will be on the interaction and blending from areas of theatre, religion, philosophy, music, and art, and the integration of these in a person's exploration and development of communication, both interpersonal and within oneself. Evaluation will be based on group participation, a mid-term oral examination, a final examination, a term project, and a class demonstration. There are no prerequisites, but preference will be given to those planning to enter the Creative Arts Collegium.

APS/BPS 306
Psychology of Personality

Spring Term

Psychology Staff

For description see BPS 306 in Behavioral Science Collegium.

APS 307
Psychometrics

Module II

Profs. Thomas West, Ellen Jonassen

The main thrust of this course will be to uncover the principles of psychological assessment, including test construction; reliability, validity and utility. The assumptions underlying such forms of assessment as the interview, self-report inventories, aptitude tests, projective tests, and behavior ratings will be stressed and research relevant to the applicability of different assessment techniques will be considered.

Prerequisites: BCM 260, BPS 112, and APS/BPS 306 *Psychology of Personality* is strongly recommended.

APS 308
Behavior Disorders

Module IV

Prof. Thomas West

Any student planning a career in a helping profession would profit by knowledge and sensitivity in the dynamics of behavior. This course will explore, in depth, this area of inquiry with special attention being placed on behavior judged by society to be abnormal, disordered or unacceptable. We will approach this field from various directions: Traditionally (medical models), educationally (learning theory), and humanistically (growth process). Field trips, outside speakers, and films will be included. Required reading will consist of : CRM Books; **Abnormal Psychology: Current Perspectives**; other articles, pamphlets and print-outs will be added. Evaluation will be based on a mid-term and a final examination and a term project.

Prerequisites are APS 114 or BCM 260. *Course in personality theory, counseling and psychometrics* are strongly recommended.

APS 401
Child Therapy

Fall, Spring Terms

Prof. Vi Brody

This course will allow a student to cover the theoretical background of child development and therapy, to work as a therapist under supervision, and to participate in weekly seminars. Three hours weekly for the academic year are spent working with a child and in critiques with the supervisor. Required reading: White, **Human Infants**; Kagan, **Personality Development**; Bowlby, **Attachment**; Des Lauriers and Carlson, **Your Child is Asleep**; Des Lauriers, **The Experience of Reality of Childhood Schizophrenia**. Evaluation will be based on a journal and a paper bringing experiences into the framework of theory.

Prerequisites: APS 114 or BPS 112 with preference given to upperclassmen and to those majoring in psychology. *Permission of instructor* is required.

APS 403
Practicum in Peer Counseling

Fall Term

Prof. Thomas West, Maria Santa-Maria

The purpose of this course is to develop behavioral competencies in the areas of individual and group counseling and testing. Topics to be considered will include: developing a contract with a client; interviewing techniques; test interpretation; career counseling; planning a group; leadership styles; crisis intervention; referral; and evaluation techniques. Students will be required to co-lead a number of groups; present case conferences; and fulfill assignments on topics covered in class. Evaluation data will consist of client and peer feedback, self evaluation and class performance. *Prerequisite:* Introduction to Clinical and Counseling Psychology; Group Dynamics; and permission of the instructor. The course is limited to six students who are junior or senior psychology majors.

For other psychology courses see Behavioral Science and Natural Sciences Collegia.

THEATRE

ATH 110 [Modes of Learning]
Movement as A Mode of Learning

Module III

Prof. Joan Frosch

Many movement systems exist -- yoga, ballet, and Tai Chi -- having such aims as spiritual change, performance, physical improvement, and self defense, in different proportions. The aim of this course is for each participant to evolve her or his own system of movement. In class we will experiment with principles upon which existing movement systems are based, as a foundation for construction of our own. Come prepared to move. Outside class you will be expected to spend at least one hour each day experimenting physically and evolving your own personal system. Evaluation will be based on your participation in class, your energy in experimenting outside class, and on the description of your system.

ATH 117 [Modes of Learning]
The Living Theatre

Module I

Prof. Charles Morrison

This course is designed to develop in the student a sensitivity to theatre as a way of confronting life. The student will be introduced to the study and to the art of the theatre. Representative scripts will serve as the starting point for the discussion of the

literature, the production, and the place of particular productions in their community and in history. Class discussions will alternate with laboratory and studio work for approximately six hours each week in addition to other group and individual work. Reports, critiques, and creative projects are required.

ATH 262
Theatre Arts in the Mass Media

Module IV

Prof. Charles Morrison

Students will study some of the basic relationships between traditional arts and the electronic arts of television and the motion picture. These "new arts" will be examined with an effort to determine their basic elements and to describe some of their important historical developments. Classes for discussion and group projects will meet regularly, and time should be scheduled for regular attendance at films and television watching. Films available on campus and in the community will be examined and discussed. This is not a course in film making although students may want to involve themselves in independent film and T.V. projects.

ATH 266/267
Theatre Projects I

Modules I, II, III, IV

Prof. James Carlson

Work in Theatre Projects can involve participation in a wide variety of theatre enterprises. It represents the core of "theatre making" at Eckerd. Opportunities to participate in production, in work-shops devoted to performance and to the crafts of the theatre, in critiques, and in other projects are provided. There are no regular class meetings except for organizational and critique sessions which meet almost every week. Participation and responsibilities will grow out of the disciplines of the selected projects. It is possible to distribute work over two or more modules for one module's credit.

ATH 276/277
Dance I

Fall Term, Spring Term

Prof. Joan Frosch

Opportunity will be provided for training in dance and movement primarily in the modern dance tradition. Students interested in movement as personal expression and those interested in dance performance are invited to participate. As the year progresses, different projects will be established depending upon the level of preparation and the interests of the students. An optional period is offered each morning for special work in dance

composition. The course may be repeated for credit. By permission, students may be accepted at the start of any module.

ATH 326/327
Choreography: The Art of Making Dance

Fall Term, Spring Term

Prof. Joan Frosch

In this course we will explore the process of dance composition. Basic choreographic techniques will be taught and others evolved by the creative reconstruction of primary techniques. The class will serve as a laboratory for experimentation and our best work will culminate in the production of the spring dance concert. Students already possessing fundamental skills in modern dance are invited to audition for the class. Students will be required to choreograph one study per week, one environmental piece, prepare at least one piece for possible production in the dance concert, perform in fellow students' pieces, prepare a paper and class presentation based on course reading, and view and critique two performances of modern dance. Evaluation will be based on the student's developed ability in choreography, degree of participation in dance concert and the effectiveness of written assignments and class presentation. Prerequisites: with permission of instructor - class limited.

ATH 366/367
Theatre Projects II

Modules I, II, III, IV

Prof. James Carlson

Theatre Projects II is primarily for work on individual projects in performance and production, and will ordinarily be built around a single undertaking such as a major production assignment. The course is for experienced students and enrollment requires prior arrangement with the faculty. Assignments to particular projects may sometimes be made on the basis of tryouts. Students are expected to attend regularly scheduled Theatre Projects critique sessions. This course may be undertaken for one module or for 14 weeks and for one or one-half credit unit.

ATH 376/377
Dance II

**Fall Term,
Spring Term**

Prof. Joan Frosch

Dance II is for students with some experience and for those who are interested in special projects in choreography and dance performance. Assignments to Dance II will be made by the instructor after conferences and tryouts. The course may be repeated for credit -- one course credit for seven weeks or for 14 weeks, depending upon the work undertaken. An optional period is offered each morning for special work in dance composition.

ATH 461
Seminar in Theatre History

Module III

Prof. James Carlson

A series of selected topics in the field of **either** theatre history or theory will be pursued against a background of general reading. Reports will be assigned and creative projects and special research will be encouraged. The topic for the seminar in Module IV, 1976, will be "Third World Theatre in the U.S.A." Selected developments of Black theatre, Cuban theatre, Chicano theatre, and the establishment of other ethnic and national groups will be considered. Enrollment is limited to students who have experience in theatre production or study in dramatic literature.

Permission of the instructor is required.

ATH 472
Director's Workshop

Fall Term

Prof. James Carlson

The analysis of the work to find its theatrical shape; the development of the elements of production and performance which express the shape, the realization of a work of art on stage. General and theoretical considerations in reference to specific projects in theatre making. Each student will undertake the production of a short work; in some instances the production will be scheduled during a module different from the one in which the workshop is offered.

Permission is required. For advanced students.

WRITER'S WORKSHOP

AWW 201
Criticism Workshop

Module IV

Prof. Peter Meinke

This will be a practical workshop in writing reviews on new books in poetry and fiction. Students will be assigned reviews of set word length (500, 1,000, 1,500) just as one normally gets them from newspapers and magazines. We will compare and analyse our reviews, along with reviews by professionals in **The New Republic, Time, Harper's**, etc. We will discuss and attempt writing for different audiences: mass newspapers, middlebrow magazines, scholarly journals. Evaluation will be on the quality of reviews and on technical competence (meeting deadlines, "clean" copies, covering specific information).

No prerequisites. Limit: 15 students.

AWW 227
Fiction Workshop

Module II

Prof. Peter Meinke

This course is open to all; preference is given to upperclassmen. The workshop will be limited to 15 students and will concentrate on various fictional techniques. Students will bring in their stories and sketches for discussion and review. A familiarity with current fiction and books about current fiction will also be encouraged. Evaluation will be based on stories written during the term.

Permission of the instructor is prerequisite.

AWW 230
Poetry Workshop

Module I

Prof. Peter Meinke

This course is open to all; preference is given to upperclassmen. The workshop will be limited to 15 students and will concentrate on forms and technique in poetry. Students will submit their poems for discussion and review. A familiarity with current poetry magazines will also be encouraged. Evaluation will be based on poetry written during the term.

Prerequisites: permission of the instructor.

AWW 231
Poetry Workshop

Module IV

Prof. Richard Mathews

This course is open to all; preference is given to upperclassmen. The workshop will be limited to 15 students and will concentrate on forms and technique in poetry. Students will submit their poems for discussion and review. A familiarity with current poetry magazines will also be encouraged. Evaluation will be based on poetry written during the term.

Prerequisites: permission of the instructor.

COLLEGIUM OF LETTERS

COLLEGIUM COURSES

LCM 281
Life and Death in Indian [Hindu]
Literature and Culture

Module I

Prof. Keith Irwin

The westerner has two conflicting views of India. One, a faltering nation overwhelmed by pestilence, poverty, and population. Two, the nurturing bed of

world religions that still entice, particularly entice, the jaded minds and souls of the secular west. Is it possible to amalgamate these two views? What will a look at traditional and modern Indian art, literature, religious life, city and village life bring to light? Individual projects in the literature, art, philosophy, social life of India will support common readings from **Panchatantra**, Rama Rao, Nair, Markandaya, Tagore, and others in a general seminar setting. Do Vishnu and Shiva, restoration and destruction, still alternate in the cosmic dream of India's life, is a new secular industrial culture possible there, or is this a false disjunction? Evaluation will be based on seminar contributions and examination.

No prerequisites.

LVS 201
Western Civilization

Fall Term

*Profs. Howard Carter, William McKee,
Keith Irwin*

Who are we? Where did we come from? Where might we be going? What is civilization? Is a civilization described only in terms of its "high culture"? Are we currently civilized, or is Western civilization grinding to a well-deserved halt? We will attempt to answer such questions in this course, taking, as an example of a definition of civilization, Kenneth Clark's film series "Civilisation." We will use the paperback of his scripts as a text, along with key cultural documents from the 11th to the 20th century. This values sequence colloquium is intended to help initiate sophomore students into the Collegium of Letters, but is open to all upper division students.

LVS 301
Western Myths, Old and New

Module II

Profs. Howard Carter, William McKee

What are myths, and what can they tell us about ourselves? We will explore the nature of myth as a value-laden story that serves as a model for behavior. We shall read a book about myths, such as Eliade's **Myth and Reality** for theory, then pass to a brief review of the chief myths in the Judeo-Christian heritage, in the Greek mythological tradition, and in the American historical experience. The course will then focus on America from 1950 to the present, stressing the relation of personal and social values to our current myths.

There are no prerequisites.

LVS 302
Justice, Law, and Community

Module III

*Profs. Burr Brundage, Felix Rackow,
William Wilbur*

All persons living in social groups, whether the state, the city, or the family, are faced with the necessity of understanding "community" and the inter-relationships of "law" and "justice." The purpose of this colloquium is to explore the nature of law, its purposes, the means necessary to effectuate those purposes, the limits of the law's efficacy, the relation of law to justice and morality, and the modes by which law changes and grows historically in different communities.

There are no prerequisites.

LVS 303
Human Nature

Module IV

*Profs. Burr Brundage, R jane Genz,
Keith Irwin*

An understanding of our human nature has been one of our species' persistent preoccupations. Are we sinners? Are our capacities and limits determined by our symbol-making and symbol-using capacities? Does the eastern world's view of human nature differ from the western world's? These are primary questions which will be explored in this colloquium. The primary methods of analysis will be philosophical and theological. A critical study of a work of literature of their own choosing will be the major project culminating the students' participation in the discussions throughout the module. Evaluation will be based on participation in discussion, a term paper, and a final examination.

There are no prerequisites.

FRENCH

LFR 320
Advanced Conversational French

Fall Term

Prof. R jane Genz

The emphasis in this course is on colloquial French. The students will have the opportunity of suggesting the topics of conversation. They will be asked to read articles in French magazines; they will learn to handle all types of correspondence in French, and to write newspaper articles. Materials to be used include: **Dictionnaire de l'argot moderne**, **dictionnaire des difficult s de la langue fran aise** and **Entre-nous**, an entirely new type of textbook just published by a Yale professor who compiled a series of conversations with French and American college students in his own advanced conversation class at

Yale. Evaluation will be based on the degree of participation in all aspects of the course.

Prerequisite: A third year level of proficiency is generally expected, but second year students will be admitted in the course upon recommendation of their professor.

LFR 321 **Fall Term**
Introduction to French Literature, I

Prof. Réjane Genz

The main purpose of this course is to further the students' knowledge of the language through literature. Therefore, no attempt is made to offer a survey of literature, and most of the plays and novels are by contemporary writers: Gide, Mauriac, Camus, Saint-Exupéry, Ionesco, etc. Class meetings consist entirely of discussions, and participation is an important factor in evaluation. Evaluation will be based on a journal, class participation, and a final examination.

Prerequisite: third year level of proficiency in French.

LFR 322 **Spring Term**
Introduction to French Literature, II

Prof. Réjane Genz

The main purpose of this course is to further the students' knowledge of the language through literature. Therefore, no attempt is made to offer a survey of literature, and most of the plays and novels are by contemporary writers: Gide, Mauriac, Camus, Saint-Exupéry, Ionesco, etc. Class meetings consist entirely of discussions, and participation is an important factor in evaluation. Materials to be used are plays, novels and poetry by the above authors. Evaluation will be based on a journal, class participation, and a final examination.

Prerequisite: third year level of proficiency in French.

LFR 423 **Fall Term**
Nineteenth Century French Literature

Prof. Réjane Genz

The purpose of this course is to study the works of the most important novelists and poets of that period, including Stendhal, Flaubert, Zola, Balzac, Rimbaud, Mallarmé. Evaluation will be based on a journal and on class participation.

Prerequisite: Normally three years of college-level French or the equivalent. However, any student who has a good reading knowledge of French is eligible.

For other French courses see Comparative Cultures Collegium.

GREEK

LCL 121 **Module II**
Beginning Greek

Prof. Frederic White

An introduction to Greek grammar and to New Testament Greek with readings from the Gospel of John. Paine's **Beginning Greek** will be the basic text. Evaluation in the course will be based on recitation, on quizzes, and on a final examination. There are no prerequisites.

LCL 122 **Module III**
Intermediate Greek

Prof. Frederic White

Readings from Plato and Xenophon with attention to Attic Greek. The texts will be Paine's **Beginning Greek** and Freeman and Lowe's **Greek Reader**. Evaluation in the course will be based on recitation, on quizzes, and on a final examination.

Prerequisite: LCL 121.

HISTORY

LHI 111 [Modes of Learning] **Fall Term**
The Search for Meaning in History

Prof. Burr Brundage

The course concentrates on a very limited time period and a limited subject--the age of the Tudor rulers of England and the confrontations, both military and diplomatic, among the great nations of Europe. The course has as its objective to display to the student the drama and the deviousness of history and the ways by which some historians attempt to stop it in its tracks and pin it down for its better understanding.

LHI 112 [Modes of Learning] **Module I**
Problems in American Civilization

Prof. William McKee

This course will examine several historical developments that have been important in shaping contemporary American civilization: Puritanism and the American character, the American Revolution and the radical tradition, racism from plantation to ghetto, feminism and the myth of the American woman, imperialism and the mission of America, capitalism and the welfare state, and the American dream and the future. As a mode of learning course, it will develop the skills of analysis, criticism, and evaluation involved in historical explanation and the application of historical knowledge to current

problems. Readings will be from both primary and secondary historical sources, and will include controversial interpretations. Criteria for evaluation will include participation in discussion, student reports, a brief paper on each topic, and a research paper. Open to all students.

LHI 143 **Spring Term**
The Foundations of Contemporary
Europe, 1815-1939

Prof. William Wilbur

This course focuses on European nationalism and liberalism, the industrial revolution, the rise of mass democracy, modern political parties, Marxism and class conflict, the nature of the "new" imperialism, World War I and its consequences, the Russian Revolution, the depression, and the rise of totalitarian dictatorships. Intellectual developments such as Romanticism, Social Darwinism, existentialism, and Freudian psychology are examined in their historical context and evaluated for their impact on Western society. Basic reading from a selected text; emphasis on using selected source materials, novels, plays, films, and recordings. Evaluation will be based on quality of participation in class discussions, imaginative use of written and audio-visual materials in oral and written reports, mid-semester test and a final examination. Prerequisites: none. Note: This course is one of a series of three, the other two being *Europe in Formation: Medieval and Renaissance*, and *Europe in Transition: 1492-1815*.

LHI 223 **Spring Term**
United States History

Prof. William McKee

In this survey of the historical development of the United States from the colonial period to the mid-twentieth century, emphasis is placed upon three major frameworks within which historians have attempted to interpret the meaning of the American experience -- the traditional Progressive interpretation, the post-war Consensus school, and the recent New Left views. Three periods of social change will be studied in detail: the American Revolution, the Reconstruction of the South, and the New Deal. Criteria for evaluation will include participation in discussion, several short papers, a mid-term and a final examination. This course is open to any student with an interest in American history.

LHI 249
The Art and History of Ancient Egypt

Fall Term

Prof. Burr Brundage

This is a course investigating ancient Egyptian art-facts, art objects, architectural systems, materials, art skills, and canons -- all set against the historical and religious background. The purpose of the course is to present Egyptian civilization as an integrated whole, this being done best by investigating its achievements in art. There will be examinations and discussions.

There are no prerequisites, and freshmen are welcome in the course.

LHI 250 **Directed Study**
History of England to 1714

Prof. William Wilbur

The history of England from the Roman occupation to the accession of George I is a rich and fascinating story and one which has unusual significance for Americans. This course opens with some consideration of the nature of the sources for English history and then deals with such main themes as the gradual unification of England after the collapse of Roman rule, the Norman Conquest and feudalism, the growth of the common law, the rise of Parliament, the Tudor revolution in government, the Anglican Reformation, the revolutions in the 17th century, and the triumph of parliamentary oligarchy.

LHI 251 **Directed Study**
History of Modern Britain Since 1714

Prof. William Wilbur

This course traces the development of modern Britain from the accession of the first Hanoverian King, George I, to contemporary times. During this period Britain spawned the Industrial Revolution, became the world's largest empire, developed the cabinet system of government, transformed its own society from an agrarian oligarchy to an industrial democracy, became a welfare state, and finally lost its imperial power.

LHI 252 **Directed Study**
History of London

Prof. William Wilbur

This is a course in urban history designed primarily for students in residence at the London Study Center. It focuses on London as the first truly modern city and offers the student insights into problems of urban history. Evaluation is based on: (1) the quality of a journal, annotating visits to

historical sites and museums and observations of London life; (2) a documented research paper, focusing on some approved topic on London history and utilizing wherever possible maps, plans, architectural drawings, and primary sources available at the Guildhall Library.

LHI 322

Module III

The United States as a World Power

Prof. William McKee

This course will examine the role of the United States in world affairs in the twentieth century. In addition to surveying the history of American foreign policy, special stress will be placed upon various views of the proper role of the United States in the world: such as imperialism, internationalism, isolationism, pacifism, collective security, "New Left" anti-imperialism, etc. We will examine the recent controversies over the origin and nature of the Cold War. The required texts will present contrasting "orthodox" and "New Left" interpretations. Students will write a term paper examining the views held by a significant American leader on the role of the United States in world affairs. Open to students with some previous work in American history or political science.

LHI 334

Module II

Twentieth-Century Britain, 1914-1970

Prof. William Wilbur

An examination of the principal economic, intellectual, political and economic developments of the 20th-century which have left their imprint on contemporary Britain. Recommended especially for students planning to enroll in Coventry or London semesters. Attention to the decline of Liberalism and the rise of Labor; World War I; depression and appeasement; World War II and the reasons for the collapse of British power; the liquidation of Empire; the Angry Young Men and the Beatles; Britain and the European Community. Readings from a basic text, a social history, a biography and contemporary novels. Films, recordings and periodicals will also be utilized. Evaluation will be based upon quality of class discussions, oral and written reports, and a 10-15 page final paper.

There are no prerequisites for this course.

LHI 341

Module II

Mexican History

Prof. Burr Brundage

A survey of Mexican history from 1521 to the present with a concentration on the period of the Mexican

Revolution. Freehand map work will be important and the student will be required to learn all of the Mexican states and their capitals, major river systems, etc. There will be the usual examinations and one paper of approximately 20 to 25 pages on a subject of the student's choice. The required reading is Quirk, **Mexico**; Leonard, **Baroque Times in Old Mexico**; Azuela, **The Underdogs**; Quirk, **An Affair of Honor**; and Quirk, **The Mexican Revolution**. Classes will be about equally divided between lectures, blackboard map work and class discussion. There may in addition be as many as three slide presentations on Mexican art. Spanish not required but highly recommended for reading purposes.

There are no prerequisites.

LHI 349

Spring Term

**History and Appreciation of
Modern Painting**

Prof. Burr Brundage

This semester course covers the period in European painting from Manet through World War II. The purposes of the course are to provide the student with a knowledge of the progress and fluctuations in the painting of the period and the relationships of this art with the larger events of the period; a knowledge of the various schools and institutional groupings of artists; an ability to analyze and appreciate a painting; familiarity with the lives and personalities of the painters; and finally, the opportunity to be enchanted.

Freshmen and sophomores may be admitted with the consent of the instructor.

LHI 353 [Directed Study]

**History of the British Empire-
Commonwealth Since 1783**

Prof. William Wilbur

This course focuses on the "second" British Empire -- the period since the loss of the British North American colonies in 1783 -- and aims to give some understanding of the causes, nature, and consequences of British imperial expansion in the nineteenth century and the reasons for the collapse of British power in the twentieth century. Evaluation will be based primarily upon four or five short written and oral research reports, plus a term paper on a problem selected by the student.

A college course in modern European or British history is a prerequisite.

**LHI 359 [Directed Study]
The Industrial Revolution in America**

Prof. William McKee

The purpose of this course will be to examine the impact of the industrial revolution upon American life during the last three decades of the nineteenth century. It will examine the processes of industrial, economic, and social change which produced a transformation of American society during this period, and the reactions of Americans to these changes. Work to be submitted for evaluation will include at least four papers based upon readings.

This is an advanced history course and some previous work in American history is a prerequisite.

**LHI 381
History of Canada Since the French
Settlement** **Module I**

Prof. William Wilbur

This course explores the process by which Canada has developed from a few scattered colonies into an independent nation based upon two predominant linguistic and cultural groups, French and English. Canadian history reveals fundamental differences from the American experience and these will be examined by focusing on the principal political, economic, social, religious and cultural forces which have shaped Canadian society. Class discussions will focus on readings from a basic textbook, selected source materials, and one or more novels. Films and other audio-visual materials will also be utilized. Evaluation is based on the quality of class discussion, oral and written reports, and a final examination.

There are no prerequisites for this course.

**LHI 382
LHI 352 [Directed Study]
The Progressive Movement in America** **Module IV**

Prof. William F. McKee

This course deals with the Progressive Movement, one of the great movements for reform in American history. It will be conducted as a seminar, with class discussions of assigned readings and student reports on individual research. The purpose of the course is to attempt to define Progressivism as a reform movement and assess its significance in American history. Required readings will examine the following: the nature of progressivism as a political movement, presidential leadership in the Progressive Era, progressivism and the reform of society, and intellectual developments in the Progressive Era. Students will be expected to complete a major

research project. This is an advanced history course and previous work in American history or political science is required.

For other history courses see Comparative Cultures Collegium.

LITERATURE

LLI 111 [Modes of Learning] **Module III**
Literary Studies

Prof. Julianne Empric

The course is an introduction to the critical study of literature. Attention will be divided between studying the literature itself in various generic forms (prose, poetry, drama), and studying the various critical approaches which have been refined for such study, e.g., new critical, psychological, biographical. Evaluation will be based upon the student's progress toward understanding, selecting, and developing critical methods and techniques.

There are no prerequisites.

LLI 221 **Fall Term**
**American Literature I:
The Formative Years**

Prof. Nancy Carter

From the Puritan forebears through the Revolutionary thinkers to those threatened by the dissolution of the Union, this course will survey the literature of the new American nation (17th and 18th centuries). Readings will be drawn from the works of major authors (including Franklin, Paine, Jefferson, Irving, Hawthorne, Poe, Melville, Emerson) and major literary movements (e.g., Transcendentalism, the new romanticism, ethical and symbolic idealism). Evaluation will be based upon participation in class discussion, one or two papers, and possibly a final examination.

LLI 222 **Spring Term**
**American Literature II:
The American Identity**

Prof. Nancy Carter

With Whitman's pioneering explorations of the one and the many in the mid-19th century there began a second important phase in American literature, a phase continuing to the present in which American authors explored and articulated themes and problems relating to their own expanding frontiers, their burgeoning technology, their personal and psychological space. Readings and discussion for this latter period will include works by Whitman,

Dickinson, Twain, Henry James, Stephen Crane, and selections from a range of contemporaries, e.g., Frost, Baldwin, Plath. Evaluation will be based upon participation in class discussion, one or two papers, and possibly a final examination.

LLI 250 Directed Study
Shakespeare: The Forms of his Art

Prof. Julianne Empric

This course is an introduction to Shakespeare through a sampling of each of his genres: poetry, comedy, tragedy, history, romance. The focus is dual: to develop a capacity to appreciate and evaluate Shakespeare's writings, and to enable the student to sense characteristic distinctions among the genres. Readings will be chosen by the student: eight plays from Shakespeare's major "periods," and any two others. Critical readings should supplement primary material, and the Signet or Arden editions are recommended. Students are expected to use to advantage available recordings and productions. Evaluation will be based on a journal containing twelve paper-like short essays: one on each of the ten selected works, one on background, one a final synthesis. Inclusion of personal reactions and notes is encouraged.

LLI 253/353 [I, II] Directed Study
American Fiction: 1950 to the Present,
Introduction, Further Readings

Prof. Howard Carter

The purpose of these courses is to allow students to read as widely as possible in recent and contemporary American fiction. A student who has done little reading in this area should take the first course, Introduction to American Fiction: 1950 to the Present, for which there is a specific reading list of such authors as Barth, Brautigan, Hawkes, Kerouac, Kosinski, McGuane, Nabokov, Oates, Updike, Didion, Plath, Parent, Baldwin, Ellison, Wright, and so on. A student with some acquaintance with most of these should take the second course, Further Readings in American Fiction: 1950 to the Present, for which there is an extensive bibliography in the syllabus.

LLI 271 Module II
Drama as Genre

Prof. Julianne Empric

What is a play? How does it differ from other works of literature meant to be experienced through reading alone? What have been its composite parts through the ages? What can it offer to those who

explore it -- in the theatre, on television, in the study? Using an anthology [**Types of Drama**, edited by Barnet, et al] the course will explore the qualities, challenges, risks of the dramatic genre, in hopes of discovering some general and some personal answers to these questions. We will investigate the nature of the various modes of western drama -- tragedy, comedy, tragicomedy; the importance of its language -- from poetry to slang; and the writings of important critics through the ages who have been fascinated with the power of plays on people and societies. Selected theatre productions and televised plays will be included in the coursework. Evaluation will be based on participation, one project, two short papers, and an examination.

There are no prerequisites.

LLI/CLI 334 Spring Term
LLI 254/354 [I, II] Directed Study
20th Century European Fiction

Prof. Howard Carter

This course invites you to read widely in the best of European fiction since the turn of the century. We will read twelve or so novels selective of movements, representing various countries, the dominant literary movements, the most influential authors, such as Proust, Gide, Sartre, Camus, Mann, Kafka, Grass, Hesse, Moravia, Calvino, Vesaas, Solzhenitsyn, and Konrad. For each novel, students will prepare a reflective set of notes (one single-spaced typewritten page, or the equivalent). Evaluation will be on these notes, class discussion, a final synthetic exercise. (A student who reads a foreign language and who wishes to read one or more novels in the original language may negotiate with the instructor for fewer or shorter novels.

Prerequisite: one college-level literature course.

LLI 344 Module IV
Romanticism: A Comparative Approach

Prof. Howard Carter

This course has three aims: (1) a broad understanding of the ideas and art forms of romanticism, (2) an awareness of the problems of studying such a complex subject and the methods afforded by the discipline of comparative literature, and (3) an increased sensitivity in reading and a more daring ability to speculate about literary materials. British and Continental poetry and prose will be studied. Students will make reports, write short papers, develop a project in a long paper. Class discussion will also be a criterion for evaluation.

There are no prerequisites.

LLI 355 Directed Study
20th Century American Women Artists
and Writers [c. 1900-1935]

Nancy Carter

This study begins by placing women artists and writers in the social and cultural context of their time with selected background readings. Primary emphasis, however, will be upon their contributions in different media. Students will choose works to study from the following categories: photography, dance, poetry, and prose (including autobiography and biography, as well as fiction and other writings.) Some of the women represented in this study are Isadora Duncan, Georgia O'Keeffe, Edna St. Vincent Millay, Marianne Moore, Gertrude Stein, Anais Nin, Zelda Fitzgerald, and Djuna Barnes.

Prerequisite: sophomore status.

LLI 361 Module I
Literary Criticism

Prof. Howard Carter

Criticism basically means judgment. Theories of literary criticism seek to understand how literature affects readers, how literature relates to reality, how a writer should create art, what qualities a literary work should have. Throughout the Western tradition there are many different discussions of these questions, and we shall read the most important of them by reading selectively from the Ancients (Plato, Aristotle, Longinus), from Dante, Renaissance and Neo-Classical theorists, from Romantics (Wordsworth, Coleridge, Shelley, Poe), and from nineteenth-century writers. The volume containing such materials is Smith and Parks, **The Great Critics**. In the second part of the course, we will see what is happening in 20th-century criticism, surveying formalist, genre, archetypal, historical, and interdisciplinary criticism. Our text for this will be Handy and Westbrook, **Twentieth-Century Criticism: The Major Statements**. Evaluation will be on a mid-term and a final exam, two short papers (at least one using a literary work, a movie, or another cultural phenomenon to criticize), and class discussion.

Prerequisites: One college-level literature course.

LLI 362 Module III
Advanced Composition

Prof. Howard Carter

The aims of the course are: to improve writing abilities in a variety of forms (from job letters to formal essays to creative writing), to teaching skills of prethinking a paper, outlining it, writing a draft, editing and polishing it, to explore the relationships of thought (both rational and irrational), words, and communication. We will be testing the limits of what we can say to each other, using words. Readings will include Hayakawa, **Language in Thought and Action**, essays by George Orwell, and

Richard Shelton's poetry. Students will be evaluated on a series of written exercises, class exercises, discussion and, especially, improvement in writing.

There are no prerequisites.

LLI 371 Module I
Poetic Drama

Prof. Julianne Empric

The course will incorporate a variety of plays from over the centuries of western poetic drama, including plays by Sophocles, Euripides, anonymous Medieval playwrights, Shakespeare, Webster, Racine, Goethe, Eliot, Fry. While we will be investigating the peculiar nature of this beast with two heads, poetic drama -- its challenges, successes, failings, we will also be reading both comedies and tragedies, and will investigate the modes of the heroic portrayed and expressed in the men and women who speak in dramatic poetry. Evaluation will be based on two papers and an examination.

There are no prerequisites.

LLI 372 Spring Term
Tragedy and Comedy

Prof. Julianne Empric

Although the primary focus will be upon examples from drama, the course will draw upon a range of periods and genres (including samples from film and television) in an attempt to bring into an open forum theories of tragedy and comedy. Besides these various primary materials, we will investigate critical opinion on what distinguishes the tragic and comic modes, in an attempt to come to an understanding of the differences between colloquial and critical uses of the terms. Evaluation will be based both on assimilative and creative abilities as evidenced in: 1) in-class interaction, 2) two papers, in which the student will formulate a theory of tragedy and one of comedy.

There are no prerequisites.

For other literature courses see Creative Arts and Comparative Cultures Collegia.

PHILOSOPHY

LPL 111 [Modes of Learning] Fall Term
LPL 150/151 [I, II] Directed Study
Logic and Language

Prof. Peter Pav

Appropriate for pre-law, philosophy, science, mathematics, social science and literature, this course studies the methods of critical, logical analysis of language and thought. It starts with everyday language -- its nature, uses, and misuses -- then studies artificial logical languages whose precision can aid our understanding of otherwise vague and difficult activities, principally

argumentation. We will develop several techniques for evaluating arguments, both propositional and predicate. Text: Copi's **Introduction to Logic**, 4th ed. Evaluation: Frequent homework exercises and three open-book examinations.

Prerequisite: None.

LPL 112 [Modes of Learning] Module III
LPL 152 [Directed Study]
Modes of Philosophizing

Prof. Keith Irwin

By introducing the student to the thought of such philosophers as George Berkeley, William James, Plato, A.J. Ayer, and Jean-Paul Sartre, the intention of this course is to develop in his mind a sense of what arouses philosophical questions and of the possible modes or patterns for attempting to answer them. This assumes that philosophical questions differ from scientific, historical, technological, informational, commonsensical, and many other kinds of questions we raise. The desired outcome of the course is to encourage the student, through recognizing and appreciating the philosophical thinking of others, to venture on his own philosophical thinking with greater confidence and sophistication.

LPL 321 Fall Term
History of Philosophy: Greek and Roman

Prof. Peter Pav

Relevant for philosophy, history, science and classics, this course studies the rise of philosophy, 600 BC -- AD 100. Emphasis on natural philosophy; e.g., What is the world? Where did it come from? How do we know it? What is knowledge? What is philosophy? If these questions are meaningful, how can we answer them? We will study the Pre-Socratics, Sophists, Stoics, and Epicureans, and emphasize Plato and Aristotle. Most classes will be student-led seminars. Text: Copleston's **History of Philosophy**, Vol. I, and extensive collateral readings. Evaluation: Class participation (discussions and presentations), two take-home examinations, term-paper. Prerequisites: None.

LPL 322 Spring Term
History of Medieval and Renaissance
Philosophy

Prof. Keith Irwin

The philosophy of the high middle ages represents one of the most impressive intellectual accomplishments of western man. An introduction to the medieval mind will be given through Dante's **Divine Comedy**, **Tristan and Isolde**, and the Abelard-Heloise love story. Major figures and issues next covered will be Augustine, Anselm and the career of the ontological argument, Thomas Aquinas, Duns Scotus, Ockham, and the renaissance

philosophies of man. The primary thread running through the course will be the relation between faith and reason as avenues of truth. **Philosophy in the Middle Ages and The Renaissance Philosophy of Man** will be the main texts. Each student will be responsible for four short papers to be used in seminar discussions, and a final examination. No prerequisites, but not open to freshmen.

LPL 341 Fall Term
Existentialism and Nihilism

Prof. Keith Irwin

Existentialist philosophies focus their attention on persons, rather than the cosmos or deity, on the individual person, and on the primacy in the individual of will or volition, over intellect or reason. To critics of existentialism, from the time of Nietzsche to the present, these emphases seem to be a breeding ground for nihilism, the renunciation of all values. From Barrett's **Irrational Man**, Novak's **Experience of Nothingness**, and primary source readings in the existentialist tradition from Kierkegaard to Sartre, Heidegger, and Merleau-Ponty, the validity of this criticism will be explored. The relationship between existentialism and literature, art, 20th century political and social reality, and Marxism will be side issues. Paper assignments, an examination, and seminar participation will be the bases for evaluation. Not open to freshmen.

No prerequisite.

LPL 344 Module III
Alchemy

Prof. Peter Pav

Appropriate for philosophy, history, science, literature, creative arts, religion, this seminar has three emphases: 1) Examination of alchemical theory, goals, and methods. 2) Study of the historical development of alchemy. 3) Investigation of alchemy's relation to 'normal' science, philosophy, religion, and occultism. After a few introductory lectures, students will present seminars on selected topics. Text: F. Sherwood Taylor's **The Alchemists**. Much use of collateral readings at students' discretion. Evaluation: Class participation (discussion and presentations), and term-paper. Prerequisites: None.

LPL 345 Spring Term
Symbolic Logic

Prof. Peter Pav.

Appropriate for philosophy, mathematics, science, and social science, this course does not use logic as an inferential tool, but treats it as an object of study. Several variant forms of propositional and predicate logic will be axiomatically developed and analyzed, with emphasis on formal properties: derivability, completeness, analyticity, categoricity, consistency. A theoretically-oriented sequel to Logic and Language, LTR 185 PL. Prospective students

without an equivalent background should consult instructor about the possibility of beginning directly with Symbolic Logic. Text: Copi's **Symbolic Logic**, 4th ed. Evaluation: Frequent homework exercises, and three examinations (open-book or take home). Prerequisites: None.

For other philosophy courses see Creative Arts and Comparative Cultures Collegia.

POLITICAL SCIENCE

LPO 121 National Government and Politics in the United States

Module I

Prof. Felix Rackow

This course deals with the principles and practices of our system of government at the national level. It will examine such areas as the principles and development of the Constitution; the essential features, consequences, and implications of federalism; the nature, methods, and functions of political parties and pressure groups; the national political conventions and primaries; electoral problems and reform; voting behavior; the establishment and growth, functions, and powers of the presidency; strong and weak presidents; the legislative process; the judicial process; and problems of civil liberty. There are no prerequisites.

LPO 221 Civil Liberties

Module IV

Prof. Felix Rackow

The purpose of this course is to analyze and discuss recent problems in civil liberty. These problems usually boil down to an examination of the age-old problem of "liberty versus authority." In other words (1) how far can the liberty of an individual be limited in order to protect the liberty of other individuals, and (2) how far can the liberty of individuals be limited in order that the group will be protected? This course will examine the interplay of politics, social and economic conditions, and the law in such problems as free speech, religion, racial discrimination, loyalty, immigration, and fair governmental procedure. There are no prerequisites.

LPO 321 Constitutional Law I

Fall Term

Prof. Felix Rackow

This course examines those portions of the United States Constitution that deal with governmental structure, relationships, and power, including judicial review, separation of power, federalism, and selected powers of the national government. The approach utilized will be the study of cases. Students will read opinions of the Supreme Court;

these will be discussed in class for analysis and trends. Midterm and final examinations are combinations of closed-book tests done in class and open-book tests done outside of class. There are no prerequisites.

For other political science courses see Behavioral Science Collegium.

RELIGIOUS STUDIES

LRE 111 [Modes of Learning] Varieties of Religion

Module I

Prof. Stanley Chesnut

In this course we will develop and utilize the skills of analysis, description, and classification in our inquiry into such phenomena as vision, ecstasy, conversion, mysticism, spiritualism, occultism, altered states of consciousness, and healing. We begin with Western religious experience (Jewish, Roman Catholic, and Protestant traditions) and move on to some of the "new religions" -- Western Zen, Theosophy, the Jesus people, TM, Scientology, UFOlogy, and others. The primary textbook is Robert S. Ellwood, Jr., **Religious and Spiritual Groups in Modern America**; there will be additional readings. Guest speakers and visits to religious groups may also be scheduled. Evaluation will depend upon participation in class discussions and activities, short tests, reports, presentations, papers, or projects. There are no prerequisites. This course is strongly recommended for students planning upper-level study of Religion at Eckerd College.

LRE 112 [Modes of Learning] Man's Search for Ultimate Reality

Module II

Prof. Alan Carlsten

This course will be an inquiry into methods of the study of religious phenomena. It will deal with the interpretation and understanding of sacred writings, archaeological data and anthropological findings. The course will stress the phenomenological method of inquiry, which is a way of describing and analyzing religious phenomena while not evaluating such phenomena in terms of their truth value. Primitive as well as contemporary religions will be studied. The course will make extensive use of audio-visual resources. The significance of symbol, myth, and cultic action will be examined and evaluated. Students will develop skills in reading and interpreting sacred literature as well as in understanding archaeological data. They will learn to use secondary sources, philological and comparative commentaries, atlases, and scholarly journals. Texts include: Mirceae Eliade, **Patterns in Comparative Religion**; The Bible; Will Herberg, **Protestant, Catholic, Jew**; film; slides; audio tapes. There are no prerequisites.

**LRE 113 [Modes of Learning]
Understanding the Bible**

Module III

Prof. Stanley Chesnut

The principal aim of this course is to develop skills that will help students achieve an understanding of the Bible. We will employ the methodologies of literary analysis, historical criticism, and theological exegesis in studying such literary genres as poetry, history, prophecy, short story, parable, and epistle. We will consider the historical context of each literary work, as well as its oral and written traditions and history. Textual interpretation will be of paramount importance in working toward a constructive understanding of these sacred scriptures. The text is **The New Oxford Annotated Bible**. There will be supplementary readings, lectures, reports, and class discussions. Evaluation will be based upon total class participation, reports, brief writing assignments, and frequent short tests. There are no prerequisites. This course is strongly recommended for students planning upper-level study of the Bible or Religion at Eckerd College.

**LRE 221
LRE 251
Religion in America**

**Spring Term
Directed Study**

Prof. Alan Carlsten

The study of religion in America is perhaps the most interesting phenomenon in all of religious history. Only in America have Christianity and Judaism assumed the unique forms which they manifest in that culture. There is much more than an ocean which separates the European Catholic and Protestant from their American counterparts. The same is true of the difference between the old world Jew and his fellow believer in America. There are many reasons for the unique style of Christianity and Judaism in America but the fundamental explanation would seem to be contained in the phrase, "the New Jerusalem." This was the Biblical paradigm for the transplanting of the Church in the new world. This course will analyze and evaluate the beliefs, behavior and institutions of religion in America thereby enabling students to appreciate the tremendous significance of religion in the American experience. Required reading: Sydney Ahlstrom, **Religious History of the American People**. Evaluation will be based upon three one-hour examinations, class participation and a brief paper. There are no prerequisites.

**LRE 241
Christian Thought And Practice Through
the Centuries**

Spring Term

Prof. Alan Carlsten

This course will offer an intensive study of the beliefs, behavior patterns and institutional structures of the Christian Church throughout her twenty

centuries of existence. Special attention will be given to the great theological debates, the development of the episcopacy and the problems of Church and State. The significance of the monastic movement and the tumultuous sixteenth century Reformation will be studied in depth. The course concludes with an assessment of post-Vatican II Christendom. Required reading: Kenneth S. Latourette, **History of Christianity**, Vols. I and II. Evaluation will be based upon three one-hour examinations, class participation, and a brief paper. There are no prerequisites.

**LRE 254 [Directed Study]
Introduction to the Old Testament**

Prof. Stanley Chesnut

A thorough study of the history, literature, and religion of the Old Testament, with emphasis on the major books of the Hebrew Bible (in English). With the guidance of a detailed syllabus, students will encounter the Pentateuch, the History, the Prophets, and the Writings of the Old Testament in their historical contexts. Israelite religion and its development is a central feature of this course of study. In addition to the syllabus, students will read from **The New Oxford Annotated Bible**; Anderson, **Understanding the Old Testament**; and additional related works. There will be several brief writing assignments and a comprehensive examination. Evaluation will be based upon the written work and the examination. There are no prerequisites. This course is strongly recommended for students planning upper-level work in Bible at Eckerd College.

**LRE 255 [Directed Study]
Introduction to the New Testament**

Prof. Stanley Chesnut

Concentrating on the Gospels, this course includes a careful study of the life and teachings of Jesus, as well as reading of most of the New Testament literature. A syllabus is provided, and students will work through a plan of study designed to introduce the most important ideas and events of the Gospels, Acts, the letters of Paul, other letters, and the Book of Revelation. The origins and principles of early Christianity are a major focus of this course of study. Required reading assignments are in: **The New Oxford Annotated Bible**; Throckmorton (ed.), **Gospel Parallels**; and Kee, Young, Froehlich, **Understanding the New Testament**. There will be several brief writing assignments and a comprehensive final examination. Evaluation will be based upon the written work and the examination. There are no prerequisites. This course is strongly recommended for students planning upper-level work in Bible at Eckerd College.

**LRE 256 [Directed Study]
The Life and Teachings of Jesus**

Prof. Stanley Chesnut

This course is a survey of the life and principal teachings of Jesus as recorded in the Gospels of the New Testament. Reading of the primary sources is of first importance, and the syllabus outline will lead the student through the essentials of Jesus' life and works in the four Gospels. The Galilean and Judean ministries, the Sermon on the Mount, parables and other sayings, and the final days in Jerusalem are highlights of this study. The textbook is Burton H. Throckmorton, Jr., (ed.) **Gospel Parallels**, with additional readings assigned for the Gospel of John and for background. The syllabus indicates suggested reading in secondary sources and topics for research papers. There will be a comprehensive final examination, with evaluation based upon this examination and the writing assignments. There are no prerequisites.

**LRE 257 [Directed Study]
Archaeology and the Bible**

Prof. Stanley Chesnut

An introduction to Biblical archaeology, designed to acquaint the student with the methodology of historical inquiry through archaeology and the results of this inquiry for interpretation of the Bible. A syllabus of readings and research assignments provides guidance for the study of the development, field methods, discoveries, and interpretations in Biblical archaeology over the past century. Emphasis is upon the usefulness of this work for understanding the Bible. Textbooks are G. Ernest Wright, **Biblical Archaeology**, and **The New Oxford Annotated Bible**. A bibliography and supplementary readings are included in the syllabus, and students are expected to undertake several short writing assignments and a final examination. Evaluation will be based upon the written work and the examination. There are no prerequisites, but a general knowledge of the Biblical writings would be very helpful.

**LRE 321
Jesus of Nazareth**

Spring Term

Prof. Stanley Chesnut

Who is Jesus of Nazareth? A study of the four Gospels, plus the Jewish and Roman sources of the time, may answer the question and provide a better understanding of Jesus' place in Christianity and in Western culture. In this course we will seek to learn everything we possibly can about the life and teaching of Jesus. The texts are: Kee, **Jesus in History**; Bornkamm, **Jesus of Nazareth**; **The New Oxford Annotated Bible**; a variety of additional readings. The class will be conducted as a seminar, with students participating fully in discussions and presenting reports. Evaluation will be based on class participation, knowledge of material studied, ability

to formulate and express concepts, and a major research project. Prerequisites: Previous academic study of religion, upper class standing.

For other religious studies courses see Comparative Cultures Collegium.

COLLEGIUM OF COMPARATIVE CULTURES

COLLEGIUM COURSES

**CCM 131
The Black Church in Retrospect**

Module III

Chaplain Moses Stith

This course is designed as a brief historical survey of the development of the Black Church and its impact on American society from early slavery to reconstruction. It deals with the following issues: how the church developed during that period, what factors contributed to its development, what historical figures affected its development, the relationship of the Black church to the White church during this period, the impact of the church on the society of the period. Evaluation will be based on three short papers and an oral examination with the instructor. Selected readings will be required. There are no prerequisites for the course.

**CCM 336
Methods of Teaching Languages**

Spring Term

Prof. Mary Paidosh

Students will study the theoretical and practical aspects of language learning and teaching. The format of the workshop is eclectic, consisting of discussions on teaching methods, model demonstrations, and staff and student lesson presentations. The discussion will emphasize the modern methods of teaching pronunciation, grammar, vocabulary, the presentation of pattern practices, the construction of tests, and the use of the language laboratory. Readings are from Valdman's **Trends in Language Teaching** and Lado's **Language Testing**. The methods discussed are also applicable to the teaching of English as a second language. Evaluation: class participation, presentation of lesson material, lab drills and follow-up testing. Participants are expected to develop their own styles and to test their assumptions and practices through presentations to the class. Prerequisite: instructor's approval.

**CVS 483
Comparative Cultures Colloquium**

Fall Term

Prof. Dudley DeGroot

Any tourist, camera and notebook at the ready, can collect large amounts of information concerning the cultures he visits. What he perceives and collects, however, will necessarily be sifted through the screen of his own enculturation, and his observa-

tions may contain a large amount of projection from his own value systems and cultural experiences. How can a person come to understand cultures other than his own **from the inside out?** How can we get at the **Emic** aspects of someone else's culture, the values, perceptions, feeling states and deeply rooted assumptions which are central to experiencing and understanding any culture? Through selected ethnographic material, films, poetry, participatory exercises and other learning experiences, this colloquium will explore the problems of **getting into another culture**. Selected readings and participation in a number of learning exercises will be required of all participants. Evaluation will be based upon individualized contracts between student and sponsoring professor. No prerequisites.

CVS 485 Spring Term
Ideology and Social Change: China, Japan and the United States Compared

Profs. Gilbert Johnston, Ashby Johnson

How do systems of ideas, secular or religious, become ideologies and how do such systems influence changes that have already taken place in other areas of society? These will be among the principal guiding questions for the colloquium as it inquires into several distinctly different paths toward modernization and post-modern development as represented by China, Japan, and the U.S.A. Readings will probably include Bluhm, **Ideologies and Attitudes**; Langdon, **Politics in Japan**; and one additional text. Evaluation will be based on participation in class discussion, three short papers, and one examination. No prerequisites.

ANTHROPOLOGY

CAN 202 Module III
The Anthropological Experience

Prof. Dudley DeGroot

A multi-media investigation of the world of the anthropologist. Through slides, films, lectures, small group discussions, and elementary field experience, the student will come in contact with the concepts and viewpoints of contemporary anthropology and, hopefully, experience the world from an anthropological perspective. Slides, tapes, films, a basic textbook and artifacts will be assigned for consideration. Evaluation will be based upon individual contract basis. No prerequisites.

CAN 208 Fall Term
Human Sexuality

Prof. Dudley DeGroot

The bio-social nature of Human Sexuality will be studied, using an anthropological, cross-cultural perspective. While the biological aspects of human sexuality will be reviewed in depth, the major emphasis of the course will be an exploration of

sexuality as symbolically invested behavior. The consequences to man of his symbolic investment of sexuality will be studied in their cultural, social and personal dimensions. Selected readings, field work projects, and small group interactions will be required in addition to participation in lecture/discussion sessions. Evaluation will be based upon one examination and a series of analytic projects. No prerequisites.

CAN 251/252 Directed Study
The Endless Journey: An Introduction to Anthropology

Prof. Dudley DeGroot

This course is designed to introduce the student to the basic concepts, theoretical viewpoints, and research techniques of contemporary anthropology. The required reading and writing assignments will enable the student to become familiar with the anthropological perspective, and provide an opportunity to apply that perspective through writing assignments. Evaluation will be based upon writing assignments submitted. Three textbooks are utilized in the course.

CAN 330 Module IV
Cultural Ecology

Prof. Dudley DeGroot

This course is an introduction to the method and theory of cultural ecology. This theoretical viewpoint was phrased for the discipline of anthropology by J.H. Steward in 1955. The last few years have seen the development of increasing interest in the relationships between environment and cultural systems. In this course there will be attention to presenting the basic ideas of cultural ecology with appropriate examples of the interrelatedness of environmental and cultural factors. The course will be organized on a lecture-seminar approach. **Pigs for the Ancestors** by Papaort; **Environment and Cultural Behavior** by A.P. Vayda will be assigned, and research will be emphasized. Evaluation will be based on two essay examinations, a final paper of good quality, and participation in seminars. Prerequisite is an Introductory Anthropology course.

For other anthropology courses see Behavioral Science Collegium.

AREA STUDIES

CAS 282 Fall Term
East Asian Area Studies

Profs. Stanley Chesnut, Gilbert Johnston

China and Japan, the two most influential centers of culture in East Asia, reveal themselves through their art and architecture, literature, customs, religious beliefs, and intellectual traditions. While political

events and trade relations draw our attention to the East, it is often some distinctive aspect of culture or some scarcely definable quality of life that fascinates us and wins our admiration. This course attempts to go behind the surface events to examine the more enduring features of these two Asian societies. Readings will include Kno Ping-chia, **China**, and E.O. Reischauer, **The Story of a Nation**. Classroom lectures will be supplemented by films, slides, demonstrations, and special sessions with visiting guests. Evaluation will be based on regular participation, interest group involvement, two papers or projects, and tests on each of the two areas. Prerequisite: sophomore standing or higher.

CAS 283
Soviet Area Studies

Fall Term

*Profs. William Parsons, Ashby Johnson,
Vivian Parsons*

This area studies course traces the historical background and evolution of contemporary Soviet institutions and introduces the students to the present realities of Soviet life. In addition to a general overview, students will have the opportunity to examine specific problems of Soviet Studies by selecting two workshops, such as the following: 1) Russian and Soviet music; 2) The Russian Religious Tradition; 3) The Land and the People of the Soviet Union; and 4) The Soviet Marxist tradition. Prerequisite: sophomore standing or higher.

CAS 284
French Area Studies

Module III

Profs. Henry Genz, Réjane Genz

This course is designed to be an introductory study of modern France with an emphasis on the post World War II period. Both village and urban life will be examined from the point of view of the distinguishing characteristics of the French people, their institutions, traditions, customs, values, literature, art and music. There will be lectures, discussions, films and workshops. This course will serve as one of the Area Studies courses required of all students for graduation. About five or six works plus films will be used. Evaluation will be based on class discussions, tests, paper or special project, and final examination. Prerequisite: sophomore standing or higher.

CAS 285
German Area Studies

Module III

Prof. Mary Paidosh, Staff

What is it like to live in a divided country between the super-powers of East and West? Are Germans

really a "Wurst und Bier" people. Do they still cause fear and trembling in other European nations? This course is a comparative study of East and West Germany since the Second World War. The staff and guest lecturers will discuss the significance of socio-political history, cultural and intellectual heritage, and the arts and literature to the life of the East and West German citizen. What things make them different and what things do they share in common? Consideration is also given to the German ethnic contribution to the progress of America. Slides and films supplement discussions, and students will participate in workshops on special topics of German life. Evaluation: workshop participation, reports, a major research project, and a final exam. Students will read selections from Heidenheimer's **The Governments of Germany, These Strange German Ways** from plays by Bertolt Brecht, and short stories by East and West writers. Prerequisite: sophomore standing or higher.

CAS 286
Cultures of Africa

Module IV

Profs. Joan Barnett, Staff

What did it mean to be an African in the past? What does it mean today? The class will study the geography and topography of Africa and later focus on those cultural patterns (politics, economics, language, modes of adaptation for survival in the modern world) most characteristic of the indigenous populations of sub-Saharan Africa. Comparisons of the different cultural heritages for selected societies will be emphasized. We shall aim for -- through readings, films, and presentations by guest lecturers with firsthand knowledge of Africa -- accurate representation of African peoples, keeping in mind the interesting diversities and similarities found throughout the continent. A variety of reading materials will be used. Students will be required to take mid-term and final examinations as well as write a short research paper. There are no prerequisites.

CAS 287
Spanish Area Studies

Module I

Prof. Pedro Trakas, Staff

This course will acquaint students with many aspects of Spain, both past and present. This will be accomplished by a considerable variety of lectures, discussions, films, and workshops. Each week there will be: (1) a lecture, (2) the discussion of a book, (3) a movie or two, (4) another discussion of another book, and (5) a workshop. By the last day of classes, each student will submit an 8-10 page paper on some aspect of Spanish culture approved by the staff. There will also be a final examination. For

discussions, the required reading list will consist of six important books which reflect the most representative characteristics of Spain (see instructor for list). For workshops, shorter supplementary reading assignments will be made. Prerequisites: sophomore status or above.

FRENCH

CFR 110 [Modes of Learning] **Fall Term**
CFR 102 **Spring Term**
Elementary French Through Film

Prof. Henry Genz

Through the extensive use of films, this course is designed to give the student a basic facility in four skills: listening comprehension, speaking, reading, and writing. In addition to regular class sessions, there will be listening and speaking practice in the laboratory. Films which are integrated with the textbook will be used throughout the course. Attention will also be given to methods and techniques used in language learning. Textbook: **Je Parle Français** by Rosselot, Brown, Maes and Wilgocki (second edition). Evaluation will be based on bi-weekly tests, final examination, class participation. No prerequisites for CFR 110; prerequisite for CFR 102 is CFR 110 or equivalent.

CFR 201 **Fall Term**
CFR 202 **Module IV**
Intermediate French

Prof. Henry Genz

Reading of short stories, essays, novel excerpts, by outstanding writers; grammar review; lab practice; films; emphasis on the simultaneous development of the four language skills: speaking, oral comprehension, reading, and writing. Reading list: French Prose: **An Intermediate Reader** by Galpin and Milligan. **Intermediate Conversational French**, Third Edition, by Harris & Leveque with accompanying lab manual. Work to be submitted for evaluation: bi-weekly tests, final exams, outside project. Prerequisite: for CFR 201, two courses of college French or two years of high school French; CFR 201 or equivalent is a prerequisite for CFR 202.

CFR 432 **Fall Term**
Classical Theatre

Prof. Henry Genz

Study of plays of Corneille, Racine and Moliere. Explication de textes; oral and written reports. Offered in French. Materials to be used: plays of Corneille, Racine and Moliere in paperback. Work to be submitted for evaluation: final exam; term paper; oral reports. Prerequisites: 18 semester hours of college French or equivalent.

For other French courses see Letters Collegium.

GEOGRAPHY

CGE 290 **Independent Study**
Geography

Prof. Dudley DeGroot

This course is designed to introduce the student to the basic concepts, theories and substantive material of the field of modern geography. The relationship between material environment and man's culture systems will be examined. **Introduction to Geography** by Murphy will be utilized as the basic text, along with a number of maps. Evaluation will be based upon completion of a series of exercises, required map work and periodic oral discussions of the material with the sponsoring professor. No prerequisite.

CGE 390 **Independent Study**
World Regional Geography

Prof. Dudley DeGroot

This course is designed to study the relationship of the activities of man to his natural environment on a world wide basis. The relationship between such geographic variables as soils, land forms, climate, vegetables and minerals, and the cultural systems of different areas of the world will be explored. **Regional Geography of the World** edited by Wheeler, Kostbade, and Thoman will be the basic text. Evaluation will be based upon completion of a series of short "problem papers", periodic discussions with the sponsoring professor, and a final oral examination. No prerequisite.

GERMAN

CGR 110 [Modes of Learning] **Fall Term**
CGR 102 **Spring Term**
German Conversation Through Film, I, II

Prof. Mary Paidosh

This elementary German course presents the language through the famous series of video-taped films entitled **Guten Tag**. The instructor introduces grammar and vocabulary in situations which are then reinforced by the films and selected slide presentations. Patterns and grammatical analysis in the course should enable the student to use the language in a German-speaking country and to pursue more advanced study of the language and literature. Evaluation: regular attendance, quizzes, oral and written reports, and group slide presentations in German. Prerequisite for CGR 110, none; prerequisite for CGR 102 is CGR 110 or the equivalent.

CGR 151
Programmed German**Directed Study***Prof. Kenneth Keeton*

A programmed course which allows the good student (good in the sense of language aptitude) to move at his own pace. Content involves both grammar and speech. Text and tapes: **Programmed German**, edited by K. Keeton. Work to be submitted for evaluation: weekly quizzes; final oral and written exam. No prerequisite.

CGR 201
German Conversation Through Film, III**Fall Term***Prof. Mary Paidosh***CGR 202**
German Conversation Through Film, IV**Spring Term***Prof. Kenneth Keeton*

This program consists of 26 filmed episodes. It provides the basis for a structural study of the language and continued development of basic skills through the active use of German in class discussion. The films, which were produced in Germany, offer a valuable introduction to German culture and life-styles, in addition to native language models. Evaluation: regular class participation, oral and written assignments, and quizzes. Prerequisites: CGR 110-102 or the equivalent for CGR 201; CGR 201 for CGR 202.

CGR 301
Introduction to German Literature**Fall Term***Prof. Mary Paidosh***CGR 302**
Introduction to German Literature**Spring Term***Prof. Kenneth Keeton*

This course is a survey of German literature from its beginning to the present day. Emphasis is given to major literary movements, important writers of these movements, their method of stylistics and typical works which are a reflection of the age. Students are asked to develop a critical understanding of the development of literary stylistics and genre. Evaluation: class participation, written and oral reports, and a research paper. Prerequisites: for CGR 301, CGR 202 or the equivalent; for CGR 302, CGR 301

CGR/CLI 305
Beauty and the Beast: A Study of Sex Roles in German Literature**Spring Term***Prof. Kenneth Keeton*

The course will examine the male-female prerogatives as they have come to be defined and are portrayed in German literature. What are the manly and the feminine virtues? What caused the change

in women from active equality, even superiority, in human affairs to one of passive inferiority? What are contributing factors to the enormous, but enervating veneration of women in German culture? The course will survey German literature from the age of chivalry to the present day. Readings will be assigned. Evaluation will be based on class discussions and preparation, written book reports, and a term paper. Prerequisites: none for students reading in translation; advanced level proficiency for students of German.

CGR 351
German Phonetics**Directed Study***Prof. Kenneth Keeton*

This is directed study through text and tapes by native speakers. Students learn phonetic alphabet, speech patterning, and inflection of High German through written and oral example. The final exam consists of both oral and written transcription from Roman script to phonetics and from phonetic to Roman. This course is required of future teachers of German. W. Kuhlmann, **German Pronunciation**, translated and edited by D. Nichols and K. Keeton, will be the text.

CGR/CLI 352
Life and Works of Franz Kafka**Directed Study***Prof. Kenneth Keeton*

This directed study includes the major short stories, the three novels, and the two volumes of diaries of Franz Kafka. Additional reading includes biographical material and selective critical readings. The course may be taken in either German or English. Weekly discussions are recommended though the syllabus contains assignments that may be submitted in writing. These weekly assignments plus a major term paper determine the grade. There are no prerequisites for English; German students should have advanced standing.

CGR/CLI 401
Postwar East and West German Literature**Fall Term***Prof. Mary Paidosh*

The course is a contrastive study of major authors in the BRD and DDR. Emphasis is on the socio-political history of both countries which plays a significant role in the concept of the hero in postwar literature. Students will read works by Boll, Grass, Weiss, Johnson, Handke, Bobrowski, Wolff, Seghers, Plennsdorf, Mueller, and Biermann. Students will be evaluated on class discussions, oral reports, and a major research paper. Prerequisite: two years of college German (German 202 or instructor's approval. No prerequisite for non-German majors.

HISTORY

CHI 141 Module IV Revolutions in the Modern World

Prof. William Parsons

This course examines the phenomenon of revolution in the modern world. We will begin with a close look at the French Revolution and the Russian Revolution, and then we will turn our attention to several other twentieth century revolutions. Consideration will be given to "anatomy of revolution," to ages of revolution, and to revolutions as unique and idiosyncratic phenomena. Evaluation will be based on short papers, participation in discussion, an exam. Required reading will be announced. There are no prerequisites.

CHI 142 Fall Term Europe in Transition: 1492-1848

Prof. William Parsons

Emphasis in this course will be placed on the following topics within this chronological framework:

1) The Age of Exploration and the Expansion of Europe, 2) The Protestant Revolution, 3) The Scientific and Intellectual Revolutions, 4) Europe in the Age of Democratic and Industrial Revolution. Reading list available later. Written work to be submitted for evaluation; no prerequisites.

CHI 243 Spring Term Cultural History of Russia

Prof. William Parsons

An examination of a succession of cultural epochs in Russian history, beginning with a brief look at the Kievan and the Muscovite Russia, and then studying Russian culture as part of the Europeanization process initiated by Peter the Great and his successors. The Golden Age of Russian culture in the nineteenth century will be examined. Finally, revolutionary culture and Soviet attitudes toward culture following the revolution will be studied. Textbooks, films, primary source materials, illustrated lectures will be used. The reading list will be available later. Course will include films and illustrated lectures. Evaluation: several short papers; final exam. No prerequisite, but open to freshmen, only with the permission of instructor.

CHI 251 Directed Study Japanese Cultural History

Prof. Gilbert Johnston

This is a general introduction to Japanese culture using an historical approach and going into considerably more detail than is possible in East Asian Area Studies. Different aspects of the culture, including art, religion, literature, dominant values, and political structures, will be included. The course has the two-fold purpose of helping one come to an

understanding of Japan and the Japanese as they are today and, at the same time, foster appreciation for unique values and cultural patterns of the past. Extensive bibliographical suggestions are provided with the course outline. The course is designed to be done on a semester basis and involves a series of brief bi-weekly papers and a longer paper or examination at the end. CAS 282 is recommended as a prerequisite.

For other history courses see Letters Collegium.

JAPANESE

CJA 151/152 Directed Study Beginning Japanese I, II

Prof. Gilbert Johnston

This course makes use of taped dialogues and drills to guide the beginning student through imitation of native speakers. Memorization of typical sentence patterns and brief dialogues will be supplemented by weekly drill and testing sessions. The text is: Jorden, Eleanor H. **Beginning Japanese, Parts 1 and 2**, Yale University Press, 1963. Evaluation will be based on progress made in the seven scheduled conferences; and there will be two exams, oral and written. There is no prerequisite.

LITERATURE

CLI/CGR 305 Spring Term Beauty and the Beast: A Study of Sex Roles in German Literature

Prof. Kenneth Keeton

For description see CGR/CLI 305 under German.

CLI/LLI 334 Spring Term Twentieth Century European Fiction

Prof. Howard Carter

For description see Letters Collegium, LLI 334.

CLI/CGR 352 Directed Study Franz Kafka

Prof. Kenneth Keeton

For description see CGR/CLI 352 under German.

CLI/CGR 401 Fall Term Postwar East and West German Literature

Prof. Mary Paidosh

For description see CGR/CLI 401 under German.

CLI/CSP 451/452 Directed Study The Artistry of Federico Garcia Lorca, I, II

Prof. Pedro Trakas

For description see CSP/CLI 451/452 under Spanish.

For other literature courses see Creative Arts and Letters Collegia.

PHILOSOPHY

CPL 151/152
Ethics I, II

Directed Study

Prof. Ashby Johnson

The program is designed as an introduction to systems of moral philosophy. Readings are drawn from primary sources and from commentaries. An extensive bibliography is provided in the syllabus, but the two texts referred to most extensively are **Reason and Goodness** by Brand Blanchard, and **A Critical Introduction To Ethics** by Philip Wheelwright. The syllabus provides study guides for the materials of the course. Three major papers and a written examination furnish the basis for evaluation. Although there are no prerequisites, some background in philosophy is desirable.

CPL 244
Social and Political Philosophy

Fall Term

Prof. Ashby Johnson

The purpose of the course is to develop a familiarity with the major theories of civil order which have been influential in Western Europe and America. Contemporary political theory is examined in the light of classical tradition and historical movements. The two primary texts are Somerville and Santoni, **Social and Political Philosophy** (selected readings) and William T. Bluhm, **Theories of the Political System**. Evaluation is based on class participation, two tests, one term paper, and an examination. Prerequisite: none.

CPL 245
American Philosophy

Module III

Prof. Ashby Johnson

The most distinctive philosophical movements in America, Pragmatism and Process Philosophy, developed in the first half of the twentieth century. These movements receive primary attention in the course. Basic readings are from Max Fisch, **Classical American Philosophers** and Alfred North Whitehead, **Process and Reality**. Dialogue, a series of brief papers, and an examination provide the basis for evaluation. No prerequisites.

For other philosophy courses see Creative Arts and Letters Collegia.

RELIGIOUS STUDIES

CRE 113 [Modes of Learning]
Religion in Non-Western Cultures

Module IV

Prof. Gilbert Johnston

Viewing religion as a fundamental aspect of all major cultures, this course seeks to cultivate those skills of perception, judgment, and communication

that are useful for understanding religious phenomena. Illustrative material will be taken from the beliefs, practices, and symbolic imagery of Asian and African religions. Readings will include Kitagawa, **Religions of the East**; and Mbiti, **African Religions and Philosophies**. Students will learn through practice situations, role playing, and critical discussion. Oral and written reports will be submitted occasionally, as well as one longer paper. No prerequisite.

CRE 241
The Hindu Tradition

Module II

Prof. Gilbert Johnston

For an American with a Christian or Jewish background, the study of Hinduism opens up surprisingly new ways of thinking about religion. Alike in the ancient hymns of the Rig Veda, the subtle teachings of the Upanishads, and the earnest moral searching of the Bhagavad Gita, a distinctive Indian spirituality probes beyond life, death, time, space, good and evil to find an underlying, timeless reality. This course will involve reading and discussing some of the basic texts in which the Hindu outlook finds expression while tracing its influence on various aspects of traditional Indian society, such as family life and customs, caste regulations, occupations, government, and systems of thought. Students will be expected to keep a journal, write a reflective book review, and submit one paper or an approved project. In addition to the above-mentioned classical texts, Hopkins, **The Hindu Religious Tradition** and parts of Basham, **The Wonder That Was India**, will be required reading. No prerequisite.

CRE 242
The Buddhist Tradition

Module III

Prof. Gilbert Johnston

Like Christianity in the West, Buddhism in the East cuts across national boundaries and brings its distinctive influence to bear on all the cultures it encounters. This course will explore the meaning of Gautama's enlightenment and the nature of the Noble Eight-fold Path, tracing the development of Buddhist ideas and practices as they spread from India to the various countries of South and East Asia. Readings will include DeBary, ed., **The Buddhist Tradition**; Rahula, **What the Buddha Taught**; Conze, **Buddhism: Its Essence and Development**, and Robinson, **The Buddhist Religion**. Students will be expected to write two short papers: one, a comparative study, and the other, an inquiry into the meaning of a primary source. There will be two tests and one longer exam. No prerequisite.

For other religious studies courses see Letters Collegium.

RUSSIAN

CRU 110 [Modes of Learning] CRU 102 Elementary Russian

Fall Term
Spring Term

Prof. Vivian Parsons

These courses offer intensive drill in understanding, speaking, reading, and writing grammatical and conversational patterns of modern Russian. There will be reading from simple Russian prose the latter part of the course. Textbooks and readers will be used. Evaluation will be based on written exercises and exams. No prerequisites for CRU 110; successful completion of CRU 110 or its equivalent is pre-requisite for CRU 102.

CRU 201 Intermediate Russian

Fall Term

Prof. William Parsons

This is a course in review and completion of basic Russian grammar, and continued work on conversational skills. Textbooks and readers will be used. Work to be submitted for evaluation: written exercises, exams. Prerequisite: Completion of Beginning Russian, (CRU 110-102).

CRU 202 Readings in Russian

Spring Term

Prof. Vivian Parsons

This course offers the student rapid acquisition of vocabulary through extensive readings in Russian in the general area of the student's primary academic interest, and continued review of grammar and conversational skills. Textbooks and readers will be used. Work to be submitted for evaluation: written exercises; exams. Prerequisite: completion of Intermediate Russian.

CRU 302 Daily Life in Soviet Society

Fall Term

Profs. William, Vivian Parsons

This course examines the daily life of the Soviet citizen as expressed in such institutions as the family, education, and youth organizations, economic pursuits, mass media, leisure activities, etc. Readings will include articles from current Soviet periodicals such as **Pravda** and **Sputnik**. Students will also have the opportunity to pursue in greater depth a project in their special field of interest. Prerequisite: Completion of two years of college Russian.

SPANISH

CSP 110 [Modes of Learning] CSP 102 Beginning Spanish I, II

Fall Term
Spring Term

Prof. Frank Figueroa

Intensive drill in understanding, speaking and writing Spanish. Vocabulary is presented through dialogues and varied exercises. Short speeches once a week. A thorough study of grammar plus pattern drills. Independent laboratory practice in addition to two weekly scheduled laboratory classes. At the end of the week there is a review and test based on the entire week's work. This course is recommended for those contemplating a Latin American or Spanish Area Studies major or a Spanish language major. Textbook by Barton and Tyler, **Beginning Spanish Course**, will be used. Weekly written tests, midterm and final examinations are to be submitted for evaluation. Prerequisites: none for CSP 110; for CSP 102, Beginning Spanish (CSP 110) or equivalent.

CSP 110 [Modes of Learning] CSP 102 Beginning Spanish, I, II

Module III
Module IV

Prof. Pedro Trakas

These courses offer intensive drill in understanding, speaking, and writing Spanish. Vocabulary is presented through dialogues and varied exercises. There will be short speeches once a week, and independent laboratory practice in addition to two weekly scheduled laboratory classes. At the end of each week, there will be a review and test based on the entire week's work. Prerequisites: none for CSP 110; successful completion of CSP 110 is prerequisite for CSP 102.

CSP 201 Intermediate Spanish

Fall Term

Prof. Pedro Trakas

This course is a continuation of CSP 110-102. The entire semester is spent in intensive review of grammar. The presentation of grammar with corresponding pattern drills is very thorough. Weekly speeches, typically based on social problems or items of current concern, are required. Independent laboratory practice on a weekly basis is required. Student evaluation is based on the weekly speeches and written tests, a mid-term written exam and a final exam, both written and oral. The text used is Hansen & Wilkins' **Espanol a lo vivo**. Prerequisite: CSP 110-102 or its equivalent, such as two years of Spanish in senior high school, to be approved by the instructor.

**CSP 202
Intermediate Spanish****Spring Term***Prof. Pedro Trakas*

An introduction to literature to be used as a basis for improvement in understanding, speaking, reading, and writing Spanish. Texts will include a book of short stories, one play, and a novel. Student evaluation will be based on weekly tests, a mid-term exam, a final exam, and laboratory participation. Prerequisite: successful completion of CSP 201 or its equivalent.

**CSP 301
CSP 302
Advanced Spanish I, II****Module II
Module III***Prof. Frank Figueroa*

Exegesis, analysis and evaluation of literary texts with attention to language and literary history. Reading list for CCU 315 SP: Jimenez, Juan Ramon. **Platero y yo**; Garcia Lorca, Federico. **Bodas de sangre**; Perez Galdos, Benito. **Marianela**; Sabato, Ernesto. **El tunel**. Reading list for CCU 316 SP: Asturias, Miguel Angel. **El señor presidente**; Cardona, Rodolfo (ed.). **Novelistas espanoles de hoy**; Laforet, Carmen. **Nada**. Class participation and short written assignments as well as a midterm and final examination will constitute the major part of the evaluation of students. Prerequisite: successful completion of second-year level course in college Spanish or its equivalent in high school.

**CSP 401
The Modern Spanish Novel****Spring Term***Prof. Pedro Trakas*

A study of the most representative novelists from the Generation del '98 to the present. The student will become acquainted with nine of the best novelists of this period by reading one novel by each author (see instructor for list). One research paper, properly documented, on a topic mutually agreed upon by the student and the instructor is required. This paper is to be no less than 15 typewritten pages in Spanish. A mid-term and final examination is also part of the evaluation process. Prerequisite: successful completion of CSP 302 (or its equivalent) or by special permission from any member of the Spanish section.

**CSP 406
Cervantes****Fall Term***Prof. Pedro Trakas*

A thorough study of the life and works of Miguel de Cervantes, with special emphasis on the critical analysis of **Don Quijote**. Students will also be required to read one of Cervantes' **Novelas ejemplares**. A short written report in Spanish on the latter will be assigned. An important part of the course will be a term paper in Spanish from 15-25 pages in length on some important aspect of **Don**

Quijote. The topic must be approved by the professor. There will also be a mid-term exam. The text is Miguel de Cervantes' **Don Quijote de la Mancha**. Prerequisites: CSP 301-302 or its equivalent. Exceptional cases of students who have only completed CSP 201-202 (or its equivalent) will be considered.

**CSP/CLI 451/452
The Artistry of Federico Garcia Lorca I, II****Directed Study***Prof. Pedro Trakas*

This project will study and analyze art forms engaged in by Lorca, with reading of his major literary works. Each student will write a term paper on some aspect of Lorca's artistry. The works read and the term paper will be in Spanish for students who have successfully completed Intermediate Spanish or its equivalent. They will be in English for students who have had less or no Spanish.

For other Literature courses please see Creative Arts and Letters Collegia.

SWEDISH**LSW 151
Swedish I****Directed Study***Prof. Alan Carlsten*

This course offers intensive drill in understanding, speaking, reading, and writing of Swedish. A taped program of 40 lessons prepared by the Swedish government forms the basis of the course. Textbooks which accompany the tapes are also prepared by the Swedish government. Material to be used: Radio Sweden Taped Program and texts: Walter Johnson, **Beginning Swedish**. Work to be submitted for evaluation will consist of quizzes and a final examination (both written and oral).

**LSW 251
Swedish II****Directed Study***Prof. Alan Carlsten*

This course offers advanced Swedish grammar and writing. There will be continuous drill in understanding and speaking as well. Recorded broadcasts of Radio Sweden will be used in laboratory work. Selected short stories will provide skill in reading. Materials to be used: Martin Soderback, **Advanced Spoken Swedish**; Radio Sweden taped broadcasts. Evaluation will consist of quizzes and an oral and written final exam. Prerequisite: Swedish I.

**LSW 351
Swedish III****Directed Study***Prof. Alan Carlsten*

This course offers intensive study of Swedish literary figures. Selma Lagerlof, Strindberg, Lagerkvist, and Bergman will be read in Swedish. Stockholm's

Dagens Nyheter (Sunday edition) will be read also. Conversation and writing skills will be emphasized. Materials to be used: Par Lagerkvist, **Barabbas**; Bodelin: **Ahsuerus**. Selma Lagerlof, **Jerusalem**; I **Dalarna**; August Strindberg, **Sammolta Skrifter**. Evaluation will be based on papers and examination. Prerequisite: Swedish II.

COLLEGIUM OF BEHAVIORAL SCIENCE

COLLEGIUM COURSES

BCM 260 Statistical Methods

Module I, Module III

Prof. Jack Williams

This course introduces the principles of descriptive and inferential statistics. It has two fundamental goals: (a) to develop in each student an intuitive understanding of basic statistical principles and (b) to teach each student how to apply statistical principles and techniques to real life situations in a reasoned and relatively sophisticated fashion. One text will be required. Evaluation will be based on weekly quizzes and homework. No mathematical preparation beyond algebra is assumed. Prerequisites is a behavioral science modes of learning course or Sophomore, Junior, or Senior status. This course (or its equivalent) is required for all students with concentrations in the behavioral sciences.

BCM 360 Research Design

Fall Term

Prof. Bill Winston

The purpose of research is to discover answers to questions through the application of scientific procedures. These procedures have been developed in order to increase the likelihood that the information gathered will be as relevant, reliable and unbiased as possible. The purpose of this course, then, is (1) to show how the principles of scientific method apply to social sciences; and (2) to give the beginning student an elementary command over the techniques being used in modern research. Evaluation will be based upon two tests, a final examination, intermittent assignments, and class participation. Prerequisites are an introductory course in any of the behavioral sciences and a basic statistics course.

BVS 361 Colloquium in Social Psychology

Fall Term

Prof. Ted Dembroski

For some time many topics of popular concern have been explored scientifically in the field of social psychology. But much of the research in social psychology typically has not been directly applied to real-life problems. This course is designed to

acquaint the student both with basic methodological procedures in social psychology and with subject matter of current interest in which sophisticated research has been conducted. Such topics as aggression, persuasion, prejudice, inter-personal attraction, and conformity will be examined in an attempt to understand the forces that affect such social behavior. Special attention will be devoted to examining ethical and human value considerations in the work. Tentatively, two or three books will be required. Evaluation will be based upon examinations, class participation, and a research paper. Prerequisite is an introductory course in psychology.

BVS 364 Deviance and Disorganization

Module I

Staff

This course examines the social sources of deviance and disorganization. It focuses on the alternative value systems that underlie what the determinant elements of a society label as deviant or disorganized. Major theories and research in both individual and societal deviance/disorganization will be examined. Issues of value consensus, value conflict, and individual-society rehabilitation will be discussed. The course will emphasize the viability of alternative value systems in coping with a dominant social structure and seriously question the universality of presently prevailing norms of prosocial behaviors and social systems. A sociology text in deviance and disorganization will be required reading, along with selected research journal articles. Students will take two exams and write a term paper stemming from a combined primary-secondary research effort during the course. The introductory courses in sociology and psychology are recommended preparation.

BVS 367 Managerial Theory and Practice

Module III

Prof. Sandra Wilson

The emphasis of this course will be in the realm of values in managerial decision making. The class will begin with an analysis of categories of values and processes used to sustain and define values in different categories. There will be discussions of practical problems where decisions involve diverse values. There will be an effort made to relate abstractions such as "truth" and "justice" to competition and pluralism. The main thrust of the course is to assess the role of the individual in organizational and interorganizational relationships from the perspective of personal and institutional values. Texts: Kolasa, **Responsibility in Business: Issues and Problems**; Walton, **Ethos and the Executive: Values in Managerial Decision Making**. A selected bibliography will be available also. Evaluation will be based on class participation, intermittent quizzes, and a comprehensive final examination. This course is limited to students with Junior and Senior class standing.

BVS 460
Public Policy**Module IV***Prof. Marvin Bentley*

This course is designed for students who want to relate their academic work to contemporary public policy questions. For example, the areas of criminal justice, public health, and public education may be studied. Students will be asked to analyze the economic, political and psychological aspects related to these areas and to identify any trade-offs in basic values that may exist. Finally, students will be asked to make a formal public policy proposal for their area of primary interest. As much as possible I would like to retain the format of a working seminar. Students will prepare formal papers and present these papers to the entire class for discussion. The course will not require a text. A list of paperbacks will be read. Prerequisite is Junior or Senior standing.

BVS 462
Colloquium in Social Policy**Spring Term***Prof. Bill Winston*

Since the end of the Middle Ages, the developing nation-states of Western Europe have been confronted with the problem of poverty. Previously, this had been a matter of only local concern. With the emergence of national states and national economics, the problem of what to do with the poor necessarily became a matter of national significance. This course will attempt to trace various aspects of American and English forms of social policies and how they have developed over time. Evaluation will be based upon two one-hour tests, a final exam, and class participation. There is one required text: **Poor Law to Poverty Program** by Samuel Mencher. Open to all Junior and Senior students.

BVS 463
Modernization in Third World Nations**Module II***Profs. Joan Barnett, Timothy Gamelin*

Within most African, Asian, and Latin American countries a great effort is being made to avoid the excesses of a Western style industrialization which threatens to overwhelm traditional values. This course examines modernization from an interdisciplinary perspective, focusing especially upon the struggle to preserve, adapt, or replace traditional values. Special emphasis will be placed on those former British colonies in South Asia (India and Sri Lanka), East Africa (Kenya and Uganda) and West Africa (Ghana and Nigeria) with which the instructors have had experience. Class sessions will include lectures, discussions, slides, films, and simulations dealing with modernizing nations. Required reading will be varied, including novels and social science research articles. Evaluation will be based on written examinations and on participation in classroom activities. No prerequisites.

BVS 468
Philosophy of the Social Sciences**Module II***Prof. Jerry Gill*

An analysis of the philosophical issues underlying the study of social reality. Special focus on methodology, theory construction, objectivity and values, and the relation between social science, society, and philosophy. The emphasis will be on discussion and members of the behavioral science faculty will participate at relevant junctures. The texts will be: Winch's **The Idea of a Social Science**, Polanyi's **Tacit Dimension**, Berger and Luckman's **The Social Construction of Reality**, Kuhn's **The Structure of Scientific Revolution**, and Berger's **Rumor of Angels**. Evaluation will be based on at least two one-page "thesis papers" to serve as springboards for discussions, and two five-page papers exploring the philosophical issues in an article in a social science journal. This is a colloquium course; there are no prerequisites, though some work in a behavioral science is recommended.

ANTHROPOLOGY**BAN 230**
The Nature of Human Adaptation: An Introduction to Anthropology**Module I***Prof. Joan Barnett*

Unlike non-human animals, man adapts culturally as well as physically. Nevertheless, man's ability to adjust to his environment has roots in his biological heritage. In this course we shall examine those physical features which afford humans the capacity to adapt culturally. Human evolution as evidenced by the acquisition of culture, language, and social organization will be dealt with in depth. Through this introductory course the student will become familiar with the kinds of issues with which anthropologists are concerned. Two texts by Yehudi Cohen, **Man in Adaptation: the Biosocial Background** and **Man in Adaptation: the Cultural Present** as well as **Cultural Anthropology** by William Haviland will be used. The course has no prerequisites. Evaluation will be based on a paper and exams.

BAN 330
Physical Anthropology**Module III***Prof. Joan Barnett*

This introduction to physical anthropology will be a combination lab-lecture course. The initial class periods will be devoted to early concerns with evolution and fossil hominids (apes and men). Lab sessions will focus on understanding what it is that physical anthropologists do, and on gaining a knowledge of anthropometric techniques. The remainder of the course will be devoted to discussions of the controversies engendered by Nineteenth and Twentieth century anthropological studies. Assigned texts for the class are **Introduction**

to **Physical Anthropology** (a lab manual for physical anthropology) by Kelso; **The Human Species** by Hulse; and **Darwin's Century** by Eiseley. Evaluation will be based on exams and participation in class. There are no prerequisites for the course.

BAN 334 **Module II**
Applied Anthropology

Prof. Joan Barnett

This course is designed to look at the application of anthropology and offer answers to the question: "What does one do with anthropology besides learn it and teach it?" By examining the use of anthropology in business, industry, rural development programs, and by foreign and domestic governmental agencies, we shall analyze one new dimension of the discipline -- practical application. In addition, attention will be given to the ethical/moral problems facing applied anthropologists who might be confronted with the option of instituting change -- change which often drastically alters the cultural fabric of a group. Evaluation will be based on successful completion of individual field projects and a take home exam. In addition to the text **Applied Anthropology** by George Foster, articles from journals will be assigned. Prerequisites: an introductory course in behavioral science.

BAN 436 **Spring Term**
History of Anthropological Theory

Prof. Joan Barnett

This course examines various schools of thought which have grown out of attempts to explain man's evolution, physical variation, and sociocultural diversity. Assessments of Boasian anthropology, functionalism, structuralism, ethnohistory, neo-Darwinism, and cultural ecology, and the contributions of those ideologies to the shaping of anthropological theory, will constitute the main foci for the course. The second half of the course will be devoted to examining new trends of theoretical interest to archaeologists, linguists, physical anthropologists, and cultural anthropologists. Required readings for the course are Tax, **Horizons in Anthropology**; Eiseley, **Immense Journey**; and Manners and Kaplan, **Theory in Anthropology**. Evaluation will be based on one paper and exams. Prerequisites are one course in anthropology or sociology and Sophomore, Junior or Senior standing.

For other anthropology courses see Comparative Cultures Collegium.

COMMUNITY STUDIES

BCS 116 [Modes of Learning] **Spring, Fall Term**
The American Community

Prof. Bill Winston

This course is designed to provide a foundation for understanding the American community in its com-

plexity, diversity, and patterned behaviors, using both theoretical and case study approaches. Students will develop skills in identifying and analyzing community structures and values, and in researching some aspects of community. The course is open to all students. Texts: (1) **Perspectives on the American Community**, by Roland Warren and (2) **Communities: A Survey of Theories and Methods of Research**, by Dennis E. Poplin. Evaluation will be based upon two examinations and a term paper.

BCS 376 **Fall Term**
Community Organization

Prof. Bill Winston

This course will examine in depth the understandings and the processes related to the social development of communities. Priority attention will be given to questions of group and human values, individual rights and freedoms, group options, planned long-range coordination, and sanctions. Concepts studied will include formal community organizations, professional change agents, community problem-solving, and conflict management. Texts will be **Strategies of Community Organization**, by Fred M. Cox, et al. and Volumes I and II of **Citizen Participation in Urban Development**, edited by Hans B. C. Spiegel. Evaluation will be based upon two examinations and a term paper. Prerequisites is Junior or Senior standing.

BCS 377 **Spring Term**
Community Field Experience

Prof. Bill Winston

These courses provide apprenticeships and internships in carefully selected community agency areas. Upon approval of the instructor and field supervisor, a mutually agreed upon contract is signed, identifying the particular job description, activities, and responsibilities of the student. Apprenticeships are defined as exploration into areas of personal student interest and of community need. Internships are defined as concentrated training in an area of student career or vocational interest. Prerequisites: Approval of instructor and field supervisor; second semester Freshman standing. Limited to twenty students.

For other community study courses see sociology.

ECONOMICS

BEC 281 **Module III**
Principles of Microeconomics

Prof. Tom Oberhofer

This course will develop basic principles of price theory and focus on their application. We will study the operation of the market system and illustrate it with examples of recent farm and energy problems.

We will discuss industrial structure and pricing of output under different competitive structures. We will discuss cost-benefit analysis and apply it to environmental quality decisions. Other topics covered include economics of education and crime. A text will be used. There will be 2 one-hour tests and a final exam. There are no prerequisites. This course is required of all students concentrating in economics; other students may take either BEC 281 or 282 or both.

BEC 282
Principles of Macroeconomics

Module IV

Prof. Tom Oberhofer

This is an introductory course in national income determination theory. It includes an analysis of the elements which comprise the national income and the role of the federal government in maintaining a high level of income and employment without inflation. Special attention is given to monetary and fiscal policy. We will develop a model of the economy and use it to study recent problems of inflation, recession, and balance of payments deficits. This course will use a textbook. There will be 2 one-hour texts and a final exam. There are no prerequisites. This course is required of all students concentrating in economics; other students may take either BEC 281 or 282 or both.

BEC 350
Investment Analysis

Directed Study

Prof. Tom Oberhofer

This course will examine the operation of the major financial markets in the U.S., with an emphasis on the stock market. There will be a twofold thrust to the course. First the student will study the structure and institutional characteristics of financial markets. Second, he will focus on industry and company analysis. The emphasis is on fundamental analysis, although technical analysis and random walk theories are discussed. The text is Fischer & Jordan's *Security Analysis and Portfolio Management*, supplemented by the National Association of Investment Club's *Investment Club Manual*. Prerequisites are Statistics and Principles of Micro and Macroeconomics. Evaluation will be based on answering short essay questions at the end of each chapter, on individual company and industry analyses, and on recording, plotting and evaluating technical components of market performance. The student can expect to do at least four major industry analyses and 25 company analyses.

BEC 381 [In London]
Intermediate Microeconomic Theory

Fall Term

Prof. Tom Oberhofer

This course is a continuation of Principles of Microeconomics. We start by developing the theoretical basis for consumer demand theory. We discuss empirical and methodological problems encountered in operationalizing demand theory. In addition, pricing and output decisions of both industries and firms within the industry are studied using simple mathematical and geometric models. Particular attention is given to the price and output adjustments firms and industries make when confronted with initial disequilibrium situations. A text will be used. Two hour tests, a final examination, and a paper will serve as bases for evaluation. Principles of Microeconomics is prerequisite. This course is required for all students concentrating in economics.

BEC 382
Intermediate Macroeconomics

Spring Term

Prof. Marvin Bentley

This course covers the basic determinants of aggregate demand and aggregate supply. The course is divided into three main parts: first, national income accounts; second, a static analysis of the aggregate market for goods and services using the LM-IS approach; and third, the applications of macro theory to the problems of domestic stabilization and the balance of payments. The text for the course will be *Macroeconomics* by Dunberg and McDougall. Evaluation will be based on several tests and a final exam. Prerequisite is BEC 282 Principles of Macroeconomics.

BEC 384
Managerial Economics

Spring Term

Prof. Marvin Bentley

The emphasis of this course is upon applying theoretical economics to problems faced by managers of private business. A number of case studies will be used, and business simulation games will cover some areas of the subject. The goal is to improve the students' knowledge of the problems business managers must cope with and to give the students skills in using economic tools as aids in resolving these problems. The required reading will include the text, *Business Economics: Principles and Cases*, by Colberg, Forbush, and Whitaker. Evaluation will be based upon performance on case studies and quizzes. This course is primarily for the students concentrating in management, but any student who has a background in economics and is interested in application will enjoy the course. Students taking this course should have had a course in Principles of Economics, preferably BEC 281 Principles of Microeconomics.

BEC 386
Money and Banking**Module I***Prof. Marvin Bentley*

In this course attention will be given to the structure of commercial banking in the United States; how the structure evolved; and what sort of functions banks perform in today's modern market economy. The course also will deal with monetary theory and with international monetary institutions like the International Monetary Fund. The goal is for students to learn the structure and functions of commercial banks and to broaden their understanding of a money economy. The textbook, **The Foundations of Money and Banking**, is the required reading for the course. Evaluation will be based on performance on three semester tests plus a final exam. This course is primarily for students concentrating in economics or in management with an economics emphasis. Students should have taken at least one basic course in economics before taking this course.

BEC 450
History of Economic Thought**Directed Study***Prof. Tom Oberhofer*

The purpose of this course is to trace the evolution of economic ideas as developed and expounded by Western economists. The attempt will be made to demonstrate the linkage between changing economic ideas and changing sociopolitical conditions. The student will familiarize himself with the teachings of the mercantilists, the physiocrats, Adam Smith, Malthus, Ricardo, Mill, Marx, Marshall, the German and American schools of thought. A text will be used, supplemented by outside readings. Evaluation will be based on a paper and tests. Prerequisites are BEC 281 and 282 or permission of the instructor.

BEC 482
United States Economic History**Module II***Prof. Marvin Bentley*

This course takes as its focal point the development of the United States economy from the colonial period to the end of the great depression in 1940. I expect to stress trends in the structure of the American economy. Also we will study the major social institutions that have been significant in American economic life as well as people and ideas that have made their mark on our economy. During the first part of the semester we will survey the field of American economic history using class lectures and a regular text on the subject. During the later part of the course students will select a particular subject they want to study in more depth and will write a term paper on this subject. Evaluation for the course will be based on an exam given at the end of the first part of the course, and on the term paper. The course is open to students who are history, economics, or management majors.

BEC 484
Public Finance**Module IV***Prof. Tom Oberhofer*

This course focuses on the fiscal operations of federal, state and local governments. In studying the revenue side of the question, we investigate the major components of the American tax system (income, sales, property, social security). In addition we investigate expenditure patterns for all levels of government. We discuss the fiscal relations between different levels of government (leading to a review of revenue sharing), the distributional impact of the fiscal system and policy options available to government for dealing with such problems as poverty (the negative income tax), education and economic growth. A test will be used, supplemented by outside readings. Evaluation in the course will be based on semester tests and a final exam. A paper will be required. This course is open to political science and economics majors.

MANAGEMENT**BMN 270**
Principles of Accounting**Fall Term***Staff*

This course presents a conceptual approach to financial accounting through exposure to the accounting process and to generally accepted procedures. The emphasis is on the nature of accounting rather than on procedures, although assignments will include practice materials which demonstrate generally accepted procedures essential to the understanding of the accounting cycle. Required reading will be from a text and from a corporate annual report to be selected. Evaluation will be based on assigned problems, quizzes and a final examination, and a practice case. Prerequisite is Sophomore, Junior or Senior status. This course is required for students concentrating in management.

BMN 271
The Managerial Enterprise**Fall Term***Prof. Sandra Wilson*

This course provides an introduction to the basic concepts, theories, and practices of modern management. Through lecture/discussions, classroom exercises, and case study analysis, the areas of planning, organizing, staffing, directing, and controlling will be investigated. Evaluation will be based upon class participation, case-study analysis, intermittent quizzes, and a final examination. Required texts: Knudson, Woodworth and Bell, **Management: An Experiential Approach**; Koontz and O'Donnell, **Principles of Management**; Koontz and O'Donnell, **Management: A Book of Readings**. There are no prerequisites for the course.

BMN 371
The Dynamics of Group Leadership

Module II

Prof. Sandra Wilson

This course is designed as an introduction to the nature of groups. This overview will help the individual who wants to develop leadership skills to understand the behavior of man as he interacts with fellow humans. The degree to which each student is successful in the development of the skills will rest primarily upon the student's basic knowledge of the nature of groups and the psychological and social forces associated with group behavior. There are three texts required: Cartwright and Zander, **Group Dynamics**; Luft, **Group Processes**; and Luft, **Of Human Interaction**. A selected bibliography also will be available. Evaluation will be based on class participation, intermittent quizzes, and a comprehensive final examination. There are no prerequisites for the course. This course is recommended as an elective for all management majors.

BMN 474
Group Leadership Practicum

Spring Term

Prof. Sandra Wilson

This course is a sequel to BES 301 MN, Dynamics of Group Leadership. The emphasis will be on applying the knowledge obtained from an intensive study of theoretically significant empirical research. Applications will be attempted both within classroom "laboratory" situations and in the "outside world." The specific areas of focus will include fifteen concepts central to the field of Organizational Psychology and the "human side of enterprise" (e.g. dynamics of power and affiliation, motivation, decision making in groups, interpersonal perception, etc.) Accompanying the exploration of each concept will be an exercise for the student to discover and experience these phenomena in a classroom simulation. There are two texts required, both by Kolb, Rubin and McIntyre: **Organizational Psychology: A Book of Readings** and **Organizational Psychology: An Experiential Approach**. A selected bibliography also will be available. Evaluation will be based on class participation, intermittent quizzes, and a comprehensive final examination. Prerequisites are BMN 371 and either BPS 112 or BSO 110.

For other management courses see economics, sociology, psychology.

POLITICAL SCIENCE

BPO 114 [Modes of Learning]
International Politics

Module III

Prof. Timothy Gamelin

Focusing on the interaction among nation-states, this course introduces fundamental principles of

politics and of political analysis. The course contains three components. (1) Through readings, lectures, and demonstrations the student will be given a survey of the current state of understanding about how nations interact and why they behave as they do. (2) Scientific methodology will be introduced, and on that basis students will be encouraged to read and think critically about generalizations which purport to explain international political behavior. (3) Through student participation in simulations and debates, opportunities will be available to research current international issues, foreign policy, and negotiating techniques. Students will be evaluated primarily by written examination but also on the basis of performance in classroom simulations and debates. No prerequisites.

BPO 240
Comparative Politics

Module I

Prof. Timothy Gamelin

This course surveys present day governments. The political process is examined abstractly through a model of how all governments operate. Students become leaders in a simulated nation and play through a version of this model. Simultaneously, through readings, lectures, discussions, and student research, nations are compared in order to answer selected questions. How do parliamentary and soviet forms of government structure political competition? In which nations are industrialist, aristocratic, or proletarian interests most powerful? Which nations are having greatest difficulty controlling violence or generating compliance to laws? Although basic readings are assigned, many of the questions and answers are generated by students, who present their findings in summary tables or graphs. Evaluation is based on the quality of student examinations, research, and participation. No prerequisites.

BPO 345
Grass Roots Politics: The Election of 1976

Fall Term

Prof. Anne Murphy

The election of 1976 as it affects Precinct 63-A, St. Petersburg, Pinellas County, Congressional District #6, Florida, provides the subject of this course. Each student chooses a candidate, a party, or an issue and follows through until Election night, November 2. The last half of the semester will provide background for understanding the outcome. Requirements include reading, research, speaking, canvassing, organizing, and reporting to class. Evaluation is based on 1) a brief paper early in the module explaining the student's choice of activity and proposed program, 2) an analytic report describing the student's own involvement and explaining the outcome, and 3) a final exam based on reading to be assigned during the second half of the course. There is no prerequisite for the course.

BPO 348
Urban Political Systems

Module II

Prof. Anne Murphy

Is a city a place to live? A community? A state of mind? A jungle? How are the decisions made that enhance or destroy the quality of life in densely populated areas? Forms of city government, power structure analysis, and intergovernmental relations will be the focus of this course. Reports on outside reading, a paper, and an exam will be the bases of evaluation. Prerequisite is at least Sophomore status, and at least two courses in related areas.

BPO 440
International Conflict

Spring Term

Prof. Timothy Gamelin

For what purposes do nations go to war? What conditions seem to favor the peaceful resolution of intense conflict? This course seeks to give students an understanding of scientific research regarding (1) the pursuit of international conflict through the cost-calculating behavior of national leaders; (2) the exacerbation of conflict due to inaccurate perceptions or heightened emotions of leaders; and (3) the amelioration of conflict through establishment of favorable conditions or through the personal exercise of conflict resolution skills. Historical case studies and classroom simulations will be utilized to illustrate the principles under study. The bases of evaluation are performance on written examinations and a scientific research paper; and participation in class simulations and discussions. Prerequisite is a behavioral science modes of learning course.

BPO 445
American Foreign Policy Formation

Spring Term

Prof. Anne Murphy

This course examines the agencies and procedures for formulating and administering United States foreign policy. The prerequisites are at least two courses in U.S. government, politics, or history. Evaluation will be on the basis of classroom participation, reports, reading, quizzes, and a term paper.

For other political science courses see Letters Collegium.

PSYCHOLOGY

BPS 112 [Modes of Learning]
Introduction to Psychology

Module I

Prof. Ted Dembroski

This course serves as an introduction to the scientific study of psychological processes and behavior. Such methods as experimentation, correlation, and observation will be covered with an eye to demonstrating how psychological knowledge is

acquired. A number of theoretical approaches to human and animal behavior will be explored along with the research on which the theories are based. Examples of psychological processes and behavior that will be examined include cognition, learning, emotion, aggression, personality, and prejudice. Since student enrollment in the course typically has been high, lectures and readings are the principal sources of information. Tentatively, one text will be required. Evaluation will be based upon two or three examinations given in class. There are no prerequisites. Early completion of this course is required for those who wish to concentrate in psychology or to be certified in education.

BPS 300
BPS 350
Developmental Psychology

Spring Term
Directed Study

Prof. Ted Dembroski

This course covers past and present concepts, theories, and research in Developmental Psychology. Examples of topics receiving attention include early experience, intellectual development, social learning, behavioral modification, achievement, and morality. A variety of methods (observational, correlational, and experimental) will be examined in studying the development of both human and non-human organisms from conception to death. A text and book of readings are required reading. Two or three examinations and class participation serve as bases for evaluation. Prerequisite is an introductory course in psychology.

BPS 302
Social Psychology

Fall Term

Prof. Ted Dembroski

The course will cover past and present concepts, theories, and research in social psychology. Emphasis will be placed on methodology, especially the experimental approach to understanding the social forces which affect individual beliefs, emotions, and behavior. Examples of topics planned for inclusion include social influence, attitudes, persuasion, social affiliation, leadership, and prejudice. Special attention will be devoted to natural setting field research. A text, a book of readings, and selected journal articles are required reading. Evaluation will be based on two or three examinations and class participation. Introduction to psychology and a course in statistical methods are prerequisites.

BPS/APS 306/NPS 366
Psychology of Personality

Spring Term

Staff

This course is for psychology majors who want to study personality in some detail and the student outside of psychology who wants to understand himself and others in a more scientific way. Three avenues

Module IV

BSO 250
The Family
Directed Study

Prof. Jack Williams

This course will examine the family at two conceptual levels: the family as a social institution, and as a small group. In this latter context, the focus will be on the processes of attraction, conflict and accommodation which both bring families together and pull them apart. The text for the course is Leslie's, **The Family in Social Context**. Following Leslie's outline, readings will fall into three sections: The first section concerns the family as a culturally universal institution, focusing on cross-cultural contrasts, utopian experiments and the history of the family in western society. The second section focuses on racial, ethnic and socioeconomic contrasts in family types within the United States. The final (and longest) section of readings progresses from theory and research on romantic love through mate selection, the effects of children, adjustment problems, divorce, remarriage and family life among the elderly. Students will be evaluated on the basis of written responses to some 100 short essay questions from the Leslie text and a research paper. Two thirds of the student's grade will be based on the essay questions; one third on the research paper. A list of the essay questions and guidelines for the research paper can be found in the syllabus. Prerequisite is an introductory course in any of the behavioral sciences.

BSO 320
Social Structure and Personality
Module IV

Staff

The focus of the course is on social structural determinants of interaction patterns and individual characteristics. Five themes will be presented in a lecture-discussion format: 1) the nature of the social structure; 2) socialization; 3) processes of social influence; 4) processes of group interaction; and 5) the reciprocal relation of the individual to the larger social system. Included in these themes are such topics as alienation, social control, attitude change, role conflict, collective behavior, and development of the social self. Second and Backman, **Social Psychology**, is the required text, along with selected journal articles. Students will engage in one of several group research projects which will culminate in a term paper. Evaluations will be made on the paper, two exams, and class participation. Prerequisite is an introductory course in either sociology or psychology.

BSO 322
Social Gerontology
Spring Term

Staff

This course concentrates on aging and age status as determinants of social interaction and social change. The first half of the course is concerned with social gerontology: theories of aging, research on life satisfaction and adjustment to aging; assessment of housing, medical, and economic needs of the elderly; death and bereavement; and family life. The second half focuses on age and social change: parent-youth conflict, conflicts on institutional values, life goal changes, and areas of value continuity. Cross cultural and cross temporal comparisons are made. Required reading is Atchley, **Social Forces in Later Life**, and selected journal articles. Students will participate in a primary research project on aging or generational conflict/continuity. Evaluation will be made on the written project, two exams, and class participation. Prerequisite is an introductory course in sociology. Introductory courses in other behavioral sciences are recommended preparation.

BSO 326
The Family
Fall Term

Prof. Jack Williams

The first part of this course seeks to locate the contemporary American family in its cultural context by pointing out historical and economic factors involved in the development of the modern family, and differences between the American family and the family of other societies. The second part of the course emphasizes sociological and psychological variables in interpersonal attraction, marital adjustment, and the socialization of children. Material for the course will be drawn from sociology, anthropology, and psychology. Students will be evaluated on the basis of two exams and two short papers. Prerequisite is an introductory course in any of the behavioral sciences.

BSO 328
Complex Organizations and Bureaucracies
Module III

Prof. Jack Williams

This course will deal with the social and historical origins of complex organizations and bureaucracies, empirical research on a variety of issues related to the internal dynamics of bureaucracy, and the behavior of organizations in their social and cultural environments. Reading material will consist of journal articles in sociology, political science, public administration and management. Students will be evaluated on the basis of two exams and a paper. Prerequisite: Introduction to Sociology.

BSO 426

History of Sociological Theory**Fall Term***Staff*

This course deals with the development of sociological theory in the nineteenth and twentieth centuries, from Comte to Mannheim. Students will survey the historical period that gave rise to modern sociology, the lives and social milieus of selected classical theorists, and the development of their theoretical approaches to society. L. Coser, **Masters of Sociological Thought**, will be required reading, along with selections from the original writings of theorists. Evaluation will be through examinations and papers written in acceptable style and format. This course is designed for Junior and Senior students with considerable background in sociology.

COLLEGIUM OF NATURAL SCIENCES

COLLEGIUM COURSES

NCM 113 [Modes of Learning]

Computer Algorithms and Programming**Fall Term***Prof. Billy Maddox*

Students will learn the programming languages BASIC and FORTRAN. Flowcharting will be used to analyze problems suitable for solution by the computer. Programs will be run by the student on the computer facilities of the college. The emphasis in the course is a study of computing rather than computers. The organization of problems so the computer can work them is of primary concern. Computing hinges primarily on the study of algorithms (definition: a list of instructions for carrying out some process step by step): not only learning to understand them but learning to construct and improve them. This study should be a challenging first course in computing for any student admitted to Eckerd College. Materials to be used: language manuals and textbook. Evaluation will be based on programs written by the student as he solves problems assigned from the text and several problem sets supplied by the instructor. In addition, each student will formulate and complete a special project and write a one-hour test each for BASIC and FORTRAN. Prerequisites: none.

NCM 116 [Modes of Learning]

Natural History**Fall Term***Biology Staff*

This Modes of Learning course is designed to introduce beginning students to methods of scientific inquiry, using a topic of widespread interest. The

methods of inquiry stressed and their related skills are: 1) observation: data recording; 2) identification: use of systematic manuals and keys; 3) quantification: elementary statistics; 4) hypothesis formulation and testing: design and execution of experiments; 5) abstraction and summarization: composition of a technical paper; 6) literature search: location and use of scientific literature. Text: To be determined. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: None.

NCM 150

The Universe**Directed Study****Spring Term***Prof. Irving Foster*

How man perceives himself in any age is at least partially determined by how he perceives the physical universe of which he is a part, in the 20th century no less than in the past. This descriptive course deals with our present astronomical models. It begins with an overall view of the structure of the universe followed by a more detailed study of the solar system and of stars and star systems. It concludes with a historical review of cosmological theories from ancient times to the present. Required reading includes four paperback texts and any supplementary works the student may need to aid his understanding. Evaluation is based on four short papers and either a final research paper or an exam. Prerequisites: None.

NCM 151

The World of Life**Directed Study****Spring Term***Prof. Irving Foster*

This course stresses both the antiquity and the diversity of life on earth. It begins with the question of how life came to be and how it evolved into today's myriad forms. It then turns away from the study of the individual or species to life as it is lived in communities, in most of which man plays a part. Students read four paperback books and any supplementary material they may individually need or want. Evaluation is based on six short papers and either a research paper or a final exam. Prerequisites: None.

NCM 204

NCM 254

Electronics**Spring Term****Directed Study***Prof. Wilbur Block*

Starting with first principles of electronic circuit theory, the basic operation of electronic circuits and instruments is studied. Course philosophy is to impart to the interested student sufficient knowledge

of electronics to enable him to utilize modern electronic techniques and instrumentation. Course content consists of an intermix of lectures and laboratory exercises based on a text and lab manual, to be determined. Evaluation is based on a lab notebook, assigned problems, and quizzes. Prerequisites: None.

NCM 205
Astronomy 1977

Module III

Prof. Wilbur Block

Astronomy includes the study of the solar system and its origin, the stars and their evolution, and the structure and origin of the universe of galaxies. Also studied are the principles of astronomical measurement. Constellations are identified. The moon, planets, and stars are observed telescopically where possible. Man's relationship to the universe is considered. Course content includes lectures and readings from a text such as Jastrow and Thompson, **Astronomy: Fundamentals and Frontiers**. Observation sessions will be arranged. Evaluation will be based on participation, solutions to assigned problems, and exercises and written examinations. Prerequisites: None.

NCM 250
A History of Scientific Ideas

Directed Study
Spring Term

Prof. Irving Foster

As a contributor to man's cosmic outlook and increasingly as a source of ideas which provide the basis of our technological civilization, science is a vital force in Western society. While gadgets and devices capture public attention, the importance of science is in its ideas, whether associated with the physical or biological sciences. The rise, and fall, of these ideas from 1500 A.D. to the present is the concern of this course. The basic text is Gillispie's **The Edge of Objectivity**, with three short paperbacks as supplementary reading. Evaluation is based on three short papers and one final research paper. Prerequisites: None.

NCM 251
The Futures of Man: Worlds of Science Fiction

Directed Study
Spring Term

Prof. Irving Foster

A hallmark of modern science fiction is its concern with the future of man, the extrapolation of our present world into a future which may be pleasant, but is usually forbidding. Science, as science, plays a less dominant role than it once did, serving often only as a key to those futures in which cultural, societal, even theological concerns are more

important. This course is directed toward the study of such works of science fiction. Required reading includes Sullivan's **As Tomorrow Becomes Today**, a modern critical work, and a minimum of 5000 pages of classic and modern science fiction. Evaluation is based on four short papers and a final research paper on the "future of man" theme. Prerequisites: An appetite for science fiction.

NCM 350
Modern Astronomy

Directed Study
Spring Term

Prof. Irving Foster

Modern astronomy is a quantitative physical science and its models and theories are based on our knowledge of physical and chemical processes. This course emphasizes those processes which account for the characteristics of solar system, galaxy and universe and their creation. The basic readings are Unsold, **The New Cosmos**, and Schatzman, **The Structure of the Universe**, supplemented by any of several astronomy texts where needed by the student. Evaluation is based on three papers, one of which must be a major research paper. Prerequisites: At least an elementary course in physics and mathematics through calculus.

NCM 401
The Oceans and Man

Spring Term

Prof. John Ferguson

Provides a general awareness of the oceanic environment and its significance to man. Reviews the physical properties of the earth and its seas. Describes the seas as a habitat, and inspects the nature and potential of world fisheries and developing systems of marine farming. Examines the value of oil and mineral resources in the seas. Finally, it discusses the general importance of the oceans to man--past, present, and future. This includes commerce, sea power and its effect on world history, sea law, salvage, problems of ownership of the oceans and its resources, and pollution. Text: Ingmanson and Wallace, **Oceanography: An Introduction**. Evaluation will be based on scheduled exams, submitted assignments, and participation in class discussions. Prerequisites: None.

NVS 480
The Conduct of Science and Technology

Fall Term

Prof. Joan D'Agostino

This course is designed to confront the student with some of the more timely issues of the day affecting our environment and society. We will consider topics in terms of their scientific basis, technological development, environmental impact and the

resulting effects on our society. Specific topics will include---but are not limited to---nuclear power plants in an age of dwindling fossil fuels, pollution and its concomitant politics, food additives and the F.D.A.A. and a case study of an oil spill. In addition, we will discuss the scientist's responsibility to society and we will consider the forums available to scientists for voicing opinions on matters of public concern. Texts: Not yet determined. Evaluation will be based on the quality of your class discussion, two tests and a final paper. Prerequisites: This course is intended to be of value to scientists and non-scientists alike, with no previous background in the sciences necessary.

NVS 486
Psychology and Medicine

Module IV

Prof. James MacDougall

Many applications of medical science contain a host of ethical and psychological problems. This course will examine some of these problems and the role which modern psychology can play in their resolution. In particular, we will look at such controversies as the neurosurgical control of behavior, the application of gender change operations, the psychological problems of euthanasia, the potential of genetic engineering, and the problems of artificially extended life spans. Participants will read and discuss original source material on these and other controversies and will prepare short position papers for submission to other members of the class. Text: To be determined. Evaluation will be based on the quality of the position papers and the contributions to class discussion. Enrollment is limited to 30 students. Prerequisites: None.

NVS 488
Natural Sciences Collegium Colloquium

Fall Term

Prof. Richard Neithamer and Staff

This colloquium will deal with a dozen specific issues involving ethical and moral questions as viewed from the scientist's point of view. Issues to be considered include euthanasia, biological warfare, science and government, pure versus applied research, abortion, and others. Lecture presentations will be made by members of the Eckerd faculty or invited speakers, depending on the topic. Group discussion will focus on the content of the lecture and/or the assigned readings. Readings from paperbacks such as Brown, **The Social Responsibility of the Scientist**, will be assigned for each topic. Evaluation will be based on two papers and participation in discussions. Prerequisites: Open to **all** students with Junior or Senior standing.

BIOLOGY

NBI 101
Organismic Biology I: Invertebrates

Fall Term

Prof. John Ferguson

This course leads the beginning student into an appreciation of the diversity of animal life, and the structural basis, evolutionary relationships, biological functions, and environmental interactions of these forms. The student is introduced firsthand to the biological richness of our local area. Understanding of the true nature of science is developed through personal experience in a group project. Particular attention is devoted to sharpening skills needed for the rational solving of problems, including critical observation, delineating boundaries of inquiry, acquiring and analyzing data, and communicating findings to others. Texts: Storer and Ussinger, **General Zoology**; G.K. Reid, **Ecology of Intertidal Zones**. Work to be submitted for evaluation: scheduled quizzes and examinations, laboratory notebook, group project report, group and self evaluation forms. Prerequisites: None.

NBI 102
Organismic Biology II: Chordates

Spring Term

Prof. George Reid

This course is designed to acquaint the student with classification and evolutionary history of chordates and with chordate structure. Major emphasis is directed toward the understanding of neo-Darwinian evolution and the manifestation of evolutionary features as seen in the anatomy of aquatic and terrestrial chordates. Texts: Walker, **Vertebrate Dissection**; Romer, **The Vertebrate Story**; Orr, **Vertebrate Biology**. Course matter will be considered in two one-hour lecture-discussion sessions and six hours of laboratory per week. Written and/or practical exams will be given upon completion of dissections of the animals studied and periodically in the class schedule. Prerequisites: None.

NBI 202
Cell Biology

Spring Term

Prof. William Roess

Cell structure and function will be examined systematically. The flow of energy will be a unifying principle linking the processes of photosynthesis, anaerobic respiration, aerobic respiration, and the expenditure of energy by the cell to do work. The chemical processes in living systems will be related to the structural subunits of cells. Prepared slides will be used to show cell diversity and how cells are organized into tissues. A selection of experiments

will be conducted to acquaint students with molecular and cytological techniques appropriate to investigations in cell biology. Text: To be determined. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: High School level of chemistry and biology.

NBI 203
Botany

Fall Term

Biology Staff

In this course the biology of plants will be investigated. Topics will include the growth of plants, responses to environmental conditions, and evolutionary diversity of plants. Both vascular and non-vascular plants will be considered. Laboratories will be primarily field-oriented and will emphasize special plant adaptations and the identification of common species and their role in local ecosystems. Text: To be determined. Evaluation will be based on three examinations, laboratory quizzes, and participation in laboratory and discussion. Prerequisites: None.

NBI 204
Microbiology

Spring Term

Biology Staff

This course is an introduction to the biology of micro-organisms. The diversity of one-celled and subcellular organisms will be considered in relation to evolutionary status and ecological functions. The structure of the bacterial cell, bacterial physiology, and microbial genetics will also be investigated. Viruses, PPLO's, bacteria, slime molds, and lower fungi, algae, and protozoans will be included, but the emphasis will be on the procaryotes. Laboratory activities will stress microbiological laboratory techniques, isolation and identification of selected genera, and microbial ecology. Text: To be determined. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: None.

NBI 301
Ecology

Fall Term

Prof. George Reid

This is an introduction to physical, chemical, and biological relationships in natural communities. Environmental factors, populations, the community concept, traffic in energy, biogeochemical cycles, and social organization in ecosystems are considered. Field work is essentially aquatic in nearby ponds and Gulf shoreline. There will be two one-hour

lecture-discussion sessions and six hours of laboratory per week. Readings: Reid and Wood, **Ecology of Inland Waters and Estuaries**; **Scientific aAmerican**: "The Biosphere"; Kormondy, **Concepts of Ecology**; assigned journal articles. Evaluation will be based on quizzes, a final examination, laboratory technique, and laboratory report. Prerequisites: Organismic Biology I and II, Botany, or permission of instructor.

NBI 303
Genetics and Development: Interpretive

Fall Term

Prof. William Roess

Mendelian and transcription genetics will be presented from an historical perspective. Key experiments will be described in sufficient detail to lead the student to a better understanding of how questions are asked and answered in the biological sciences. Gene regulation will be used as a bridge to introduce processes in development. Text: To be determined. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: Designed for Junior-level science students who are particularly interested in interdisciplinary work or for less professionally oriented biology majors.

NBI 304
Comparative Physiology: Interpretive

Spring Term

Prof. John Ferguson

This course will examine the various physiological mechanisms possessed by different animals, including osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, nervous integration and endocrine function. General principles will be emphasized as revealed through application of the comparative method. Integration of these principles into other areas of the individual student's interest will be enhanced through interdisciplinary work, a term paper, or other type of appropriate activity. Text: Schmidt-Nielsen, **Animal Physiology**. Work to be submitted for evaluation: assigned quizzes and examinations, a prospectus on the interpretive work to be undertaken, and a final report on that work. Evaluation will also be based on participation in daily class discussions. Prerequisites: Designed for Junior level science students who are particularly interested in interdisciplinary work. Some previous background in college level biology and chemistry would normally be expected.

NBI 305**Fall Term****Genetics and Development: Investigative***Prof. William Roess*

Mendelian and transcription genetics will be presented from an historical perspective. Key experiments will be described in sufficient detail to lead the student to a better understanding of how questions are asked and answered in the biological sciences. Gene regulation will be used as a bridge introducing processes in development. This course will be a lecture course with laboratory work designed to develop specific skills, including how to grow, maintain and experiment with microbial and possibly mammalian tissue culture cells. Text: To be determined. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: Designed for Junior-level biology majors.

NBI 306**Spring Term****Comparative Physiology: Investigative***Prof. John Ferguson*

This course will examine the various physiological mechanisms possessed by different animals, including osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, perception, nervous integration and endocrine function. General principles will be emphasized as revealed through application of the comparative method. Marine organisms will be chosen as examples whenever possible, and only minor comment will be made on the functional processes unique to man. An investigative laboratory, employing advanced methodology, will function to sharpen the student's analytical skills as applied to the whole organism. Text: Schmidt-Nielsen, **Animal Physiology**. Work to be submitted for evaluation: five written laboratory reports, a laboratory notebook, and assigned quizzes and examinations. Evaluation will also be based on participation in daily class discussions. Prerequisites: Designed for Junior level biology majors.

NBI 402**Module III****Advanced Topics in Ecology***Prof. George Reid*

This course will consider selected aspects of aquatic or terrestrial ecosystems. Topics to be included will be determined by student interests. Readings: To be arranged. Evaluation is to be arranged. Prerequisites: Organismic Biology I and II and Ecology.

NBI 406**Spring Term****Advanced Topics in Botany***Biology Staff*

Students will select a topic or research project of particular interest for the semester. Each student will prepare a proposal and final paper and will meet, when necessary, with the professor to discuss individual progress on the topic. An hour-long presentation and examination period before the class will be expected. Evaluation: Participation in discussion, paper and presentation on individual topic or project. Prerequisite: Botany (NBI 203)

NBI 408**Fall, Spring****Biology Seminar [2-year sequence]***Prof. John Ferguson, Biology Staff*

This course will consist of a series of seminars and discussions on topical problems in biology, especially those not fully explored in other areas of the biology curriculum. Particular concern will be maintained for the historical heritage of the discipline. Each participant will make at least one presentation, and must attend and actively contribute to all meetings. Work to be submitted for evaluation: abstract and bibliography of presentation, evaluation reports on selected speakers, and a final exam on the assigned readings. Junior and Senior biology majors participate formally in this seminar for one course credit and Sophomores are invited to attend.

NBI 499**Fall, Spring****Independent Research - Thesis***Biology Staff*

Upon invitation, Seniors may design and carry out a creative research program, usually resulting in a written dissertation which is presented and defended in the spring of the year. Each participant will consult closely throughout the course of his work with at least one of the biology faculty. Materials to be used are original literature. Work submitted for evaluation: preliminary prospectus, periodic progress reports, dissertation. Prerequisites: Three years of superior work in biology and an invitation from the biology faculty.

CHEMISTRY**NCH 110 [Modes of Learning]****Spring Term****Introduction to Chemistry***Prof. Philip Ferguson*

This course is designed to be an introduction to the study of science for those of limited background in

chemistry and mathematics. Specific attention will be given to developing skills in keen observation, logical analysis, imaginative conception, and solving mathematical problems. By reading, films, lecture, and problem discussion, students will develop factual knowledge of chemistry in relation to contemporary problems, and the imaginative concepts of molecular structure and dynamics. Text: Not yet determined. Evaluation will be based upon performance on tests, a final and the laboratory. Prerequisites: high school algebra.

NCH 121 **Fall Term**
Concepts in Chemistry I

Prof. Joan D'Agostino

This course treats the fundamental principles of modern chemical theory and is designed for those who plan to major in the sciences. Concepts of stoichiometry, periodicity, atomic structure, chemical bonding, and molecular geometry are presented in a framework which draws upon both inorganic and organic examples. The physical and chemical behavior of gases and liquids are also discussed. Text: Not yet determined. Evaluation will be based upon performance on tests, a final and the laboratory. Prerequisites: A good high school chemistry course and three years of high school math or Introduction to Chemistry, NCH 110.

NCH 122 **Spring Term**
Concepts in Chemistry II

Prof. Richard Neithamer

This course continues to explore the fundamental principles of modern chemical theory which are of special importance to later work in chemistry and molecular biology. Topics to be included are thermodynamics, acid-base chemistry, chemical equilibrium, electro-chemistry and kinetics. An introduction to organic chemistry and biochemistry, including molecules of biochemical importance, will also be presented. The laboratory program will complement the lecture material through the course. Evaluation will be based on three examinations, several quizzes and the laboratory work. Prerequisites: Successful completion of Concepts in Chemistry I.

NCH 221 **Fall Term**
Organic Chemistry I

Prof. Philip Ferguson

Organic Chemistry is a two-course sequence, the first course concentrating on compounds of carbon and hydrogen. The study of hydrocarbon structure

will be supported from the beginning directly with infrared spectroscopy and indirectly with the study of the mechanisms of the reactions of these fundamental materials. After gaining a knowledge of the properties of the hydrocarbon skeletal materials, the polar functional groups will be considered, especially in the second course. Text: Not yet determined. Evaluation will be based upon performance on tests, a final and the laboratory. Prerequisites: Concepts in Chemistry I and II.

NCH 222 **Spring Term**
Organic Chemistry II

Prof. Philip Ferguson

Organic Chemistry II continues the study of functional group chemistry and the effect of the groups on hydrocarbon skeleton chemistry. The study proceeds from simpler to more complex substituents and finally to compounds with multifunctional substitution. Where possible, compounds of specific biological and medical interest will be used as examples for illustration of basic principles. The fundamental chemistry of carbohydrates, the amino acids and polypeptides, heterocycles and nucleic acids so basic to understanding the chemistry of life processes will be considered at the end of the sequence. Text: Not yet determined. Evaluation will be based on performance on tests, a final and the laboratory. Prerequisites: Organic Chemistry I.

NCH 322 **Fall Term**
Qualitative Organic Analysis

Prof. Philip Ferguson

The lectures emphasize the chemistry of organic compounds largely from the standpoint of acid-base chemistry. Emphasis on the use of these properties for separation, purification and identification of organic compounds is combined with theoretical consideration of the effects of changing molecular structure on the acid-base properties of the compounds. The laboratory involves the identification of several unknowns: some pure, some requiring purification, and some mixtures. Infrared spectroscopy is fully used in the lab as a confirmative tool. The use of ir, mass, uv and nmr spectra in compound identification and molecular structure determination are illustrated and discussed in problem sessions. Text: Not yet determined. The student will be evaluated on the completion of the laboratory unknowns and a final examination. Prerequisites: Organic Chemistry II.

NCH 323
Thermodynamics and Kinetics**Fall Term***Prof. Richard Neithamer*

This course will emphasize a molecular approach to thermodynamics. It involves kinetic molecular theory, Boltzman distribution, the three laws of thermodynamics, free energy, thermochemistry, and the thermodynamics of liquids, phase equilibrium, solutions and colligative properties. Kinetics deals with the rates of chemical reactions, and the factors affecting them. The laboratory emphasizes thermodynamic properties of solutions. Textbook will be Barrow, **Physical Chemistry**. Evaluation will be based on three examinations, a final and the laboratory work. Prerequisites: Concepts in Chemistry I and II, Physics I and II, Calculus I and II.

NCH 324
Chemical Equilibrium**Spring Term***Prof. Richard Neithamer*

The fundamental theory of chemical equilibrium will be applied to many types of equilibria. Systems studied include acid-base, redox, homogeneous, heterogeneous, and phase equilibria. These systems will be treated theoretically in the lecture and practically in the laboratory. Text for the course will be Skoog and West, **Analytical Chemistry**. Evaluation will be based upon satisfactory performance in tests, a final, and the laboratory. Prerequisites: Thermodynamics and Kinetics (NCH 323) and Calculus II (NMA 132).

NCH 423
Advanced Inorganic Chemistry**Fall Term***Prof. Richard Neithamer*

This course deals with in-depth studies of electronic structure and periodic properties of the atom, theories and properties of the covalent bond, stereochemistry in inorganic molecules, the inorganic solid state, acid-base chemistry, coordination chemistry, electrochemistry, inorganic reaction mechanisms and organometallic chemistry. The course will be operated on a seminar basis involving specified reading and problem assignments for each class period. Materials to be used include a recent advanced text, selected paperbacks and the inorganic chemistry literature. Evaluation will be based on three examinations and extensive problem assignments. Prerequisites: Thermodynamics and Kinetics (NCH 323) and Chemical Equilibrium (NCH 324) or permission of the instructor.

NCH 428
Chemistry Seminar [2-year sequence]**Fall, Spring***Chemistry Staff*

A series of papers and discussions on topics in chemistry and related subjects. Meetings will be scheduled bimonthly with student, faculty and visitor participation. Junior and Senior chemistry majors should expect to present one or two papers a year and will receive one course credit upon satisfactory completion of the two years of participation. Evaluation will be based on the quality of the student's presentations and participation in discussions.

NCH 459
Independent Research - Thesis**Fall, Spring***Chemistry Staff*

Senior chemistry majors who have demonstrated competence in the field may be invited to do independent research with a member of the chemistry staff during their Senior year. The student will be responsible for submitting a proposal of the research planned, carrying out the work, writing a thesis reporting the findings of the research, and defending the thesis before a thesis committee.

MATHEMATICS**NMA 111 [Modes of Learning]**
Algebra**Fall Term***Prof. George Lofquist*

This is a course in basic algebra--a prerequisite for understanding in Calculus I. The study will include the language of logic and sets and the foundations of the real number system. The function concept will be explored with particular emphasis on polynomial and algebraic functions. Some analytic geometry will be introduced to illuminate the above. Text: To be determined. Evaluation will be based on daily assignments, hour tests, and a final examination. A year of high school algebra and plane geometry will be sufficient prerequisites for the course.

NMA 113 [Modes of Learning]
Trigonometry**Fall Term***Prof. Robert Meacham*

The function concept is defined and graphical representations of functions are developed. Trigonometric functions and their inverses receive the most attention; exponential and logarithmic functions are also explored. Trigonometric identities are proved; trigonometric equations are solved. (These transcen-

dental functions are analyzed more deeply in Calculus II.) A textbook will be used. Evaluation is based upon homework, tests, and a final examination. Prerequisites: College algebra or two years of high school algebra.

NMA 131

**Fall, Spring
Directed Study**

NMA 151

Calculus I

Mathematics Staff

This is the first course in a two-course sequence which deals with the calculus of single-valued functions. Concepts studied are function, limits, continuity, differentiation, and the definite integral. Applications to the physical sciences along with possible uses in economics are used to motivate the underlying mathematics. Text: To be determined. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Good understanding of high school algebra and trigonometry.

NMA 132

**Spring Term
Directed Study**

NMA 152

Calculus II

Mathematics Staff

This is a continuation of calculus of single-valued functions. Topics are the calculus of exponential, logarithmic, trigonometric and inverse trigonometric functions, formal integration, applications, and infinite series. The same text is used as in Calculus I. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Calculus I or its equivalent.

NMA 233

Fall Term

Calculus III

Prof. George Lofquist

In this course the calculus of functions of several variables is developed. Topics included are three-dimensional analytic geometry, partial derivatives, directional derivatives, extrema of functions of several variables, multiple integration, and applications. The same text is used as in Calculus I and II. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Calculus II or its equivalent.

NMA 236

Spring Term

Linear Algebra

Prof. Billy Maddox

A study of vector spaces and linear transformations with application to systems of equations and

matrices. Essential material will be developed in class with students encouraged to make discoveries on their own initiative. Text: To be determined. Evaluation of students will be based on class performance in problem-solving, three one-hour tests, contribution to class development and a final examination. Prerequisites: Mathematical maturity developed by one who has completed two college calculus courses. Highly motivated students may enroll after one calculus course with their calculus instructor's recommendation.

NMA 333

Fall Term

Probability and Statistics

Prof. Billy Maddox

This is the first of a two-course sequence in the basic mathematics theory of statistical inference. The fundamental ideas of probability necessary for an understanding of the statistics will be covered, followed by a systematic treatment of mathematical statistics from a theoretical point of view. Specific topics covered in the two courses will include probability theory, random variables, random sampling, various distribution functions, point and interval estimation, tests of hypotheses, and regression theory. The level of the course will assume a background knowledge of differential and integral calculus. Text: To be determined. Students will be evaluated on the basis of three one-hour tests, their contributions to class development, and a final examination. Prerequisites: Calculus II or the specific permission of the instructor.

NMA 334

Spring Term

Probability and Statistics II

Prof. Billy Maddox

This course is a continuation of Probability and Statistics I, a course in the mathematical development of probability and statistics. The same text is used as the previous course. Students will be evaluated on the basis of three one-hour tests, their contributions to class development and a final examination. Prerequisites: Probability and Statistics I (NMA 333).

NMA 335

Fall Term

Abstract Algebra I

Prof. George Lofquist

This two-course sequence in abstract algebra begins with naive set theory and some properties of the integers. Various algebraic structures including groups, rings, vector spaces, and fields are then studied. Text: To be determined. Evaluation will be

based on assigned problem solutions, periodic quizzes, and a final examination. Prerequisites: Calculus III or Linear Algebra.

NMA 336
Abstract Algebra II

Spring Term

Prof. George Lofquist

This course is a continuation of Abstract Algebra I. The same text is used as in Abstract Algebra I. The evaluation will be the same as in the previous course which serves also as the only prerequisite.

NMA 431
Applied Mathematics

Fall Term

Prof. Robert Meacham

Mathematics is appreciated not only as an art form in itself(!), but also as the language by which phenomena from physical, economic, sociological, biological, or psychological fields can often be quantified, simulated, or explained. This is done by constructing mathematical models of the other fields. In the fall of 1976 the topic focused upon will be modern control theory. Automatic control processes are of paramount importance in modern industrial and engineering technology. The mathematical theory underlying modern control theory is based upon linear algebra and differential equations. The differential equations theory needed will be developed as we go. Textbook: **Modern Control Theory** by William L. Brogan, Quantum Publishers, 1974. Evaluation is based upon homework, tests, and a final examination. Prerequisites: Calculus III and Linear Algebra.

NMA 499
Independent Research - Thesis

Fall, Spring

Mathematics Staff

Seniors majoring in mathematics may, upon invitation of the mathematics faculty, do research and write a thesis under the direction of a member of that faculty. The submission of the resulting written thesis and an oral defense will, upon approval of the mathematics faculty, satisfy the comprehensive examination requirement for graduation. Prerequisites: Excellence in mathematics courses through the Junior year and invitation by the faculty.

PHYSICS

NPH 141
Fundamental Physics I

Fall Term

Prof. Wilbur Block

The aim of physics is to understand the nature of the physical world, particularly the particle and wave phenomena which arise for the inertial and electrical properties of matter. The three-course sequence, Fundamental Physics, I, II and III, presents a contemporary view of the concepts, principles, and theories which express this understanding in a basic and elementary form. Course content is presented by means of descriptive and quantitative textbook material, appropriate laboratory exercises, and synthesizing lectures and discussions. Required reading is restricted to a text such as Halliday and Resnick, **Fundamentals of Physics**. Evaluation is based on assigned problems and exercises, on laboratory work and on several major and minor quizzes. Fundamental Physics I deals principally with particle motions, elastic waves, and heat and thermodynamics. Prerequisites: Pre-Calculus Skills (NCM 112) or its equivalent.

NPH 142
Fundamental Physics II

Spring Term

Prof. Irving Foster

This second course of the elementary physics sequence deals with the phenomena of electricity and magnetism, elastic waves, electromagnetic waves and optics. The same text is used as in the first course. Evaluation will be the same as in the first course. Prerequisites: Fundamental Physics I (NPH 141) or consent of the instructor.

NPH 241
Fundamental Physics III

Spring Term

Prof. Irving Foster

This course is an optional continuation of the elementary physics sequence. It deals with atomic and nuclear phenomena and with special relativity. A basic text such as Wiedner and Sells, **Elementary Modern Physics**, is used. Evaluation is based on assigned problems and exercises, on laboratory work and on several major and minor quizzes. Prerequisites: Fundamental Physics II (NPH 241) or consent of the instructor.

NPH 341
Classical Mechanics

Spring Term

Prof. Irving Foster

This intermediate course includes a study of the dynamics of particles and systems of particles and rigid bodies, an introduction to elastic media and elastic waves, and the treatment of the Lagrangian and Hamiltonian formulations of dynamics. Work is based on a text (not yet determined) with supplementary readings as appropriate to the needs of the student. A set of problems and a final exam are used for evaluation. Prerequisites: Fundamental Physics II (NPH 142) and Differential Equations (NMA 234), or consent of the instructor.

NPH 342
Electricity and Magnetism

Spring Term

Prof. Irving Foster

Emphasis is placed on the fundamental role of Maxwell's equations in the study of electric and magnetic fields and of AC and DC circuits. Electromagnetic wave theory is introduced. Work is based on a text (not yet determined) and on supplementary readings as the student requires. A set of problems and a final exam are used for evaluation. Prerequisites: Fundamental Physics II (NPH 142) and Differential Equations (NMA 234), or consent of the instructor.

NPH 345
Electronics for Scientists

Spring Term

Prof. Wilbur Block

See NCM 204 (Electronics) for general description and evaluation. The difference in the two courses is that this course treats the material in greater depth and with more mathematical rigor. Ordinarily a student cannot receive credit for both NCM 204 and NPH 345. Students having a knowledge of calculus should take this course. Prerequisites: Knowledge of basic calculus.

NPH 443
Quantum Physics I

Fall Term

Prof. Wilbur Block

Experimental results leading to the formulation of modern quantum theory will be studied. The Schroedinger wave equation will be used to solve physical problems treating a variety of one-dimensional potential functions, with special attention to the comparison of classical and quantum results. Materials to be used will be a text (to be determined) with some audio-visuals. Evalua-

tion will be based on solutions to assigned problems and written examinations. Prerequisites: Consent of instructor.

NPH 444
Quantum Physics II

Spring Term

Prof. Wilbur Block

This is a continuation of Quantum Physics I. The three-dimensional wave equation is studied with particular application to hydrogenic atoms. Identical particles are introduced with emphasis on low-energy scattering. Text: To be determined. Evaluation will be based on solutions to assigned problems and written examinations. Prerequisites: Quantum Physics I (NPH 443) or consent of the instructor.

NPH 499
Independent Research - Thesis

Fall, Spring

Physics Staff

Outstanding students majoring in physics normally are invited to engage in active research and to prepare a thesis in lieu of Senior comprehensive examinations. Apparatus is available for research in low-energy ionic-atomic scattering, the primary current research interest of the physics staff. Additional equipment is available for studies in x-ray crystallography, and high vacuum techniques. Designed primarily for thesis students, this course is available to others by special permission of the staff. Evaluation is based on the presentation and oral defense of the thesis.

PSYCHOLOGY

NPS 112 [Modes of Learning]
Thinking and Problem Solving

Module III

Prof. James MacDougall

The purpose of this course is to improve the participant's ability to think. Thinking is a skill or, rather, a complex of skills which can be taught. Most of us acquire these skills in a haphazard manner and apply them in our daily life in a hit-or-miss fashion. Often we revert to habitual application of only a single mode of thought and are frustrated when particular problems or situations require different conceptual approaches. This class will employ a variety of readings, lectures, and training exercises to broaden the modes of thought available to the individual and the flexibility with which different cognitive strategies are used. You are guaranteed to come out of the class a better thinker. Texts: To be selected. Evaluation: Performance on assigned problems and quality of an academic journal. Prerequisites: None. Limit: 20 students.

NPS 114 [Modes of Learning] Module III
The Biological Bases of Human Behavior

Prof. Salvatore Capobianco

Our behavior is wondrously complex; yet, like all other biological processes, it is shaped and constrained by the structure and physiology of our bodies. All that we see, hear, think, feel, and remember is to some degree a reflection of the organization of our central nervous system, and the continuous interplay of nervous and biochemical processes. The purpose of this course is to give the student an understanding of these processes. To do this, we will focus on the central nervous system and major sensory systems. Text: Not yet determined. Evaluation will be based on several tests and a final examination. Prerequisites: None.

NPS 261 Module IV
Fundamentals of Psychological Research

Prof. Salvatore Capobianco

This course will attempt to introduce the student to the nature of research and experimentation in psychology. Starting with the basic understanding of research methodology, the topics of formulation of hypotheses, design of experiments, execution of experiments, analysis of data, and communication of results to co-workers in the field will be included. All phases of experimentation will be covered, including observational techniques and correlational and laboratory methods. Evaluation will be based on quality of (a) several one-hour quizzes, (b) a laboratory notebook, and (c) a formal research or library review paper. Texts: Not yet selected. Prerequisites: Introduction to Psychology and a course in statistics.

NPS 365 Fall Term
Learning and Behavior Modification

Prof. Salvatore Capobianco

This course is a survey of contemporary theory and research directed toward an understanding of the mechanisms of human and animal learning. The major focus of the course will be upon complex learning processes in man and the application of these principles to pragmatic issues of human behavior. Course topics include (a) the evolution of learning mechanisms (one week), (b) early psychology theories of learning (two weeks), (c) operant conditioning principles and their application to the control of human behavior (five weeks), (d) cognition and verbal learning in man (six weeks). In addition to being a basic course in the psychology major program, this class should be of considerable value to primary and secondary education majors.

Therefore, a special effort will be made to accommodate those students with limited backgrounds in psychology. Evaluation will be based upon (a) a formal lecture/readings notebook, (b) a library reading log, and (c) a comprehensive final examination. Texts: Not yet selected. Prerequisites: Introductory Psychology.

NPS 366 Spring Term
Personality

Profs. Salvatore Capobianco, Theodore Dembroski, James MacDougall, Thomas West

See course description in BES course listings.

NPS 367 Fall Term
Animal Behavior

Profs. Salvatore Capobianco, James MacDougall

This course is designed to introduce the student to major theories and areas of research in the field of animal behavior. Topics to be covered include (a) behavior genetics and evolution, (b) communication, (c) orientation mechanisms, (d) motivation, and (e) social behavior. The class will meet twice a week for lectures and once for formal laboratory projects. A major emphasis will be placed on the acquisition of field observation and analysis skills, and each student will be expected to carry out a number of independent projects involving the study of behavior patterns in local species. A two-three day field trip to Monkey Jungle in Miami is planned to study primate behavior. Evaluation will be based on a formal lecture/readings notebook and the quality of laboratory work. Text: J.L. Brown, **The Evolution of Behavior**. Prerequisites: Biological Basis of Human Behavior or permission of instructors.

NPS 462 Spring Term
History and Systems

Prof. James MacDougall

This is an advanced course intended primarily for Junior and Senior psychology majors. Its purpose is to develop a historical and conceptual framework within which one may understand the evolution and structure of modern psychology. The major portion of our efforts will be devoted to tracing the development of the primary systems of thought within psychology rather than formulating a chronological description of men and events. Performance will be evaluated on (a) a formal lecture/readings notebook, (b) a required research paper, and (c) a comprehensive final examination. Text: Schultz, **A History of Modern Psychology**, plus supplementary reading. Prerequisites: Introductory Psychology.

NPS 468 **Fall, Spring**
Biopsychology Seminar [2-year sequence]

Prof. James MacDougall

The Biopsychology Seminar provides a forum for the presentation and discussion of original research of interest to the biopsychology major. A general rubric is selected each semester by the participating faculty members and students, and each student selects a research topic within the area to present to the seminar as a whole. Evaluation will be based on the quality of student presentations and participation in paper discussions. Prerequisites: Presentations open to all, major in biopsychology required for credit. Normally taken during Junior and Senior years for one course credit.

NPS 499 **Fall, Spring**
Independent Research - Thesis

Prof. James MacDougall

Students majoring in biopsychology or related areas may elect to devise an independent study project with one of the participating faculty members. Such projects may be oriented toward library research and reading, or may involve laboratory or field research projects. Directed research leading to a Senior thesis is normally available only by invitation of the participating faculty member. Students planning to do a Senior thesis must complete a preliminary research proposal by April of their Junior year.

For other psychology courses see Creative Arts and Behavioral Science Collegia.

PHYSICAL EDUCATION

The following activities do not carry course credit.

Red Cross Advanced First Aid and **Fall Term**
Emergency Care

This 40-hour course consists of the philosophy behind First Aid; wounds, specific injuries, and shock; respiratory emergencies, drowning, and resuscitation; poisoning, drugs and drug abuse; burns and exposure to radiation, heat and cold; bone and joint injuries, immobilization and splinting; dressing and bandages; sudden illness and emergency childbirth; extrication and emergency rescue and transfer.

Red Cross Beginning Swimming **Modules I, IV**

This 12-hour course consists of some reading and much practical work on basic swimming strokes and skills. Students who make sufficient progress may go

on to take Red Cross Advanced Beginner in the same module and thus earn two certificates from Red Cross. Test: SWIMMING AND WATER SAFETY, Red Cross. Evaluation: performance of swimming strokes and skills. Prerequisite: a desire to learn to swim.

Red Cross Water Safety Instructor **Module IV**

This recently revised (1973) 30-hour W.S.I. course consists of the methodology of teaching Swimming and Water Safety and Lifesaving and the practical work of composing lesson plans and doing practice teaching. Its completion certificate authorizes one to teach any of a number of Red Cross courses, including Advanced Lifesaving, and is a prerequisite for the jobs of camp waterfront counselor or aquatic director and lifeguard at many municipal pools. Text: SWIMMING AND WATER SAFETY, LIFESAVING: RESCUE AND WATER SAFETY, BASIC RESCUE AND WATER SAFETY, and the concomitant instructor manuals, Red Cross. Required: set of mask, fins, and snorkel. Evaluation: quizzes, lesson plans, practice teaching demonstrations, and a written final examination. Prerequisite: Advanced Lifesaving certificate and Swimmer certificate or the passing of an equivalency test.

Red Cross Advanced Lifesaving **Modules I, III, IV**

This 26-hour course consists of practical work and also some reading and lectures on: personal safety and self rescue; swimming rescues, defenses, releases and escapes; search and rescue; special rescue and removal techniques and first aid; beach and surf rescue and lifeguarding; small craft safety. It is the revised (1973) course that replaces Senior Lifesaving, and the certificate it carries is the only prerequisite for some lifeguarding jobs and is one of the prerequisites for the revised W.S.I. course. Test: LIFESAVING: RESCUE AND WATER SAFETY, Red Cross. Required: set of mask, fins, and snorkel. Evaluation: quizzes and demonstrated skills; written and skill final examinations. Prerequisite: good swimming endurance (500 yards continuously); marked ability in swimming strokes and related skills as evidenced by passing an admissions test.

Red Cross Intermediate and Swimmer Courses
Modules I, III, IV

This 12-hour course is for students who already have a fair to good proficiency in swimming, but who want to increase their endurance and versatility and perfect the additional strokes and skills that will make them all-round swimmers. Successful completion of the Intermediate or the Swimmer part of this course meets the swimming requirement for Advanced Lifesaving or for Water Safety Instructor,

respectively. Those entering with skills at the Beginner Swimming level will probably finish having progressed through the Advanced Beginner and Intermediate levels. Test: SWIMMING AND WATER SAFETY, Red Cross. Evaluation: performance of swimming strokes and skills. Prerequisite: swimming ability equivalent to having passed at least the Red Cross Beginner course.

Beginning Tennis

This course is designed to give the student an introduction to the game of tennis and to help him develop the basic skills of the game. The text, **Tennis** by Johnson and Xanthas, will be used. Evaluation will be based on written, skills, and form examinations.

Advanced Tennis

This course is designed for students who wish to continue studying tennis beyond the beginning level. Evaluation will be based on written, skills, and form examinations. Prerequisite is Beginning Tennis or the equivalent.

WINTER TERM PROJECTS

An "A" after the number in a winter term project indicates that the project is an alternate to an off-campus winter term project, and will be offered only if the off-campus winter term project is cancelled.

ON-CAMPUS

WINTER TERM PROJECTS

FOUNDATIONS COLLEGIUM

FWT 1 Study Skills

Prof. Nancy Carter

This project is designed to develop general learning skills through study and practice of reading, writing, listening, vocabulary-expanding, researching, and self-motivating. Basic texts: Sheridan Baker's **The Practical Stylist**, Kate L. Turabian's **A Manual For Writers**, Thomas Staton's **How To Study**, and Nancy Davis's **Vocabulary Improvement**. Students select their own reading materials for reading and study technique practice. Evaluation by weekly in-class essays; vocabulary quizzes; discussion participation; a brief research paper; regular individual conferences. Open to upperclassmen as well as Freshmen; limit 20. There are no prerequisites.

COLLEGIUM OF CREATIVE ARTS

AWT 1 Theatre Production

Prof. James Carlson

Students will engage in various aspects of theatre production. Specific assignments will grow out of the productions undertaken, and it is expected that three or more short works will be presented. In addition to rehearsals and production assignments, students will be expected to attend regular critique sessions and to participate in technical exercises as scheduled. Because of the group nature of the projects involved, students will be expected to be on campus and on call throughout the period of the winter term. Permission required.

AWT 2 Fantasy Workshop

Prof. James Crane

The purpose of this project is to attempt to find ways to free the imagination. We will proceed in two phases. First we will involve ourselves in fantasy-building situations for their own sake with no attempt to structure them into a product. Second, I will be working with people who have some command of a medium. This phase will involve the students in producing works which are disciplined in media but fantasy in content. Prerequisites include consent of the instructor with samples of previous work.

AWT 3A How the Body Communicates

Prof. Joan Frosch

This project is designed to assist the theatre student in understanding the personality of body movement. How does body movement contribute to the powerful communication of thoughts, words and feelings? How can we portray a character by his/her movement? We will explore the movement aspect of characterization as a basic necessity to effective interpretation of the dramatic persona. Class projects will be coordinated with those of ATH 1 (Theatre Production). Evaluation will be based on class projects and developed ability in the physicalization of a character. Students available daily throughout winter term with interest in the theatrical experience are welcome. Prerequisite: permission of the instructor is required.

AWT 4**Kierkegaard: A Kind of Poet***Prof. Jerry Gill*

The focus of this project will be on Kierkegaard's work as literary art in its own right and as a means of understanding his philosophical and theological thought. An effort will be made to integrate his personal life and self-understanding with the wide scope of his authorship and his overall contribution. The project is conceived of as an interdisciplinary one, styled for students in literature, writing, philosophy, psychology and religion. The texts include W. Lowrie's **A Short Life of Kierkegaard**, R. Bretall's anthology of Kierkegaard's writings, **A Kierkegaard Anthology**, J. Gill's anthology, **Essays on Kierkegaard**, and L. Mackey's **Kierkegaard: A Kind of Poet**. There will be daily discussion, two short papers, and a final, integrative, educational experience.

AWT 5**Printmaking***Prof. Robert Hodgell*

An exploration of various traditional and experimental printmaking media. Students will be expected to become familiar with various relief, intaglio and serigraphic processes and will do experimental work in each. Critiques will be held at regular intervals and field trips where appropriate. The emphasis will be on studio work and preparing and hanging a final exhibit of the best work done.

AWT 6**Bookmaking***Prof. Richard Mathews*

An intensive survey of the history and practical skills of making books, including basic elements of paper making, typography, printing and binding. The project will begin with an historical survey of the evolution of the printed book. This will be followed by daily workshop sessions devoted to practical techniques. Students will experiment with manufacturing their own paper, designing and printing sample pages on letterpress, and binding a small booklet. Evaluation will be based on a portfolio of work completed during the course and a final exam covering history and technique. Enrollment limited to 15. Prerequisite: permission of instructor required.

AWT 7**Project in Elementary Education Methods***Prof. Molly Ransbury*

This project is a continuation of Elementary Education Methods I, and is designed to offer the student the opportunity to delve more deeply into methodological theory, to observe application of that theory in actual practice, and to incorporate theory and practice into a personal concept of teaching behavior. Observation and participation in the elementary school is supplemented by seminars and individual conferences. Evaluation is based on a comprehensive observation journal as well as development of creative manipulatives which enhance instructional methodology.

AWT 8**New Directions in Music***Prof. Shirley Smith*

This project will serve as an introduction and general survey of music from the beginning of the 20th Century to the avant garde music of the 1970's. The student will explore the history, philosophies, materials, composers, and works pertaining to the mainstream (traditional) music as well as music which represents a radical departure from tradition. Required reading: "Twentieth Century Music", Struckenschmidt; "New Directions in Music", Cope. Criteria of evaluation: class discussion, short papers and a final examination or research paper.

AWT 9**Renaissance and Baroque Consort Music***Prof. William Waters*

A study will be made of the Recorder (early flute) and the Crumhorn (early reed instrument). Each student will learn to play one of these instruments and will be assigned to a cConsort of players of his own reading ability level. A study of the melody, rhythms, and forms of the music composed for these instruments will be made. A paper will be required on this aspect of the research. A conference with the instructor is necessary before Christmas vacation so we can determine the number of instruments needed (the supply is limited). Reading material is **Method of the Recorder** by Giesbert. The school will provide the rest of the music. Evaluation will be based on satisfactory performances of assigned literature and a research paper. Prerequisites: none.

COLLEGIUM OF LETTERS

LWT 1

Aztec Life and History

Prof. Burr Brundage

This is a thorough examination of Aztec life--history, culture, religion, warfare, language, art, etc. The text for the project will be Brundage, **A Rain of Darts**, and the student will be responsible for the basic knowledge contained therein. The student will turn in a paper of approximately twenty pages on a subject of his own choosing. There will be lectures in the first week of the course and at intervals thereafter, but the student's time will be mainly taken up with his reading and paper preparation.

LWT 2

Words, Self, Growth

Prof. Howard Carter

We will explore concepts of self and growth through the medium of words. Our approach will be (1) to read about a dozen books, such as **Zen Mind, Beginner's Mind, Centering, Tao Te Ching**, Montaigne's **Essays**, Guenther's **Love View**, a Platonic dialogue, **Black Elk Speaks**, Polanyi's **Tacit Dimension**, Herrigel's **Zen and the Art of Archery**, and selections from Kierkegaard, Gary Snyder, the Bible, and probably some poetry and short fiction, (2) to discuss as a group what we learn from these works and what we can share through spoken words about our own searches and adventures, and (3) to write reflections, reveries, essays, mostly short, about topics that seem to us most important. Students will also report on one other work. Evaluation will be on discussion and writing. Prerequisite: a willingness to share and to listen. Limit: 20.

LWT 3

Contemporary Women Writers in France

Prof. Rejane Genz

One of the most striking aspects of French literature today is that it is very nearly dominated by women writers. The first two days of winter term will be devoted to getting acquainted with these writers. The individual student will then decide to read one work by each of several authors, or to concentrate on just one writer. The project will be offered in French and in English. There are no prerequisites for those taking it in English. For the student wishing to read the works in French, a third-year level of proficiency in the language is desirable.

LWT 4

The South in American History

Prof. William McKee

What is "the South"? Is there a "Southern identity"? In this project students will examine some aspect of Southern history since the Civil War in an attempt to define the place of the South in American history. Specific research topics might include the heritage of Reconstruction, the Progressive Movement in the South, Black history, the history of race relations, economic and social change, religion in the South, and the sectional theme in Southern literature. Students will write a research paper relating their topic to the general problem of defining Southern identity. Each student should read Cash, **The Mind of the South**, and Grantham, **The South and the Sectional Image**, at the beginning of the term. Open to all students.

LWT 5

Research in American National Government and Politics

Prof. Felix Rackow

The objective of this project is the development of an understanding of some aspect of the national government and politics in the United States. With the approval of the instructor, students may pick any topic of interest to them within the general areas of the Constitution, political parties, pressure groups, Congress, the presidency, the judiciary, or civil liberties. The production of a scholarly paper will be the goal of the student's research.

LWT 6

Journalism

*Donald Baldwin, Tom Brown,
Modern Media Institute*

This project will provide the student with an intensive involvement in the theory and practice of newspaper writing and reporting. For the first two or three weeks, mornings will be spent in classroom work on writing techniques, learning interview procedures, visits to the **St. Petersburg Times** library, and in writing standard types of news stories. Afternoons will be spent on news assignments with **Times** and **Independent** reporters. Each student will write a story on the event, turning one copy over to the reporter and the other to the Winter Term faculty for editing and criticism. The last week will be spent in planning, collecting information, and writing a major feature or investigative story. Text for the Winter Term will be **Reporting** by Mitchell V. Charnley (3rd ed.). Evaluation will be based on

participation and on the written work turned in, with 40% of the grade based on the major feature article. Limit: 10.

LWT 7 Philosophy and Mysticism

Prof. William Narum

A critical examination of mystical experience as reported by selected Eastern and Western mystics. Both aspects of mysticism--the theoretical, as a way of knowing, and the practical, as a way of life-- will be studied. The relation of mystical consciousness to philosophical understanding will, of course, be a major focus. Alleged common features of all mysticisms, and theories about types of differences, will also be examined. Readings will be in Christian, Muslim, Hindu, and Zen mystical writings (Augustine, Meister Eckhardt, Shankara, etc.). Students will be evaluated by a major paper on one topic or mystical writing of their own choosing, and by participation in the seminar discussions which will require a few shorter papers. Prerequisites: none.

COLLEGIUM OF COMPARATIVE CULTURES

CWT 1 The Works of Albert Camus [in French or in English translation]

Prof. Henry Genz

In addition to reading **Camus, La Peste; L'Etranger; Le Mythe de Sisyphe; Caligula; Les Justes; Le Malentendu; La Chute; L'Homme Revolte;** and selected short stories, students will consult critical books and journals and submit a paper on a major theme such as freedom, alienation, the absurd, moral revolt, the pursuit of happiness, human solidarity, integrity of the individual. The books may be read in French or in translation, and papers may be written in either French or English, depending upon the language proficiency of the student. There will be several orientation sessions the first week and weekly conferences with the instructor thereafter. The first group meeting with the instructor will be held on the first day of Winter Term at 10:00 A.M. in H-424. Students interested in this project should contact the instructor prior to Christmas vacation. Prerequisite: none for students working in English; intermediate level proficiency for those working in French.

CWT 3A Unamuno: His Life and Works

Prof. Pedro Trakas

A thorough analysis of some of the major novels of Miguel de Unamuno. Parallel reading will be concerned with his life and philosophy as reflected in his novels. Students will meet once a week for oral reports and discussions. A term paper of 15-20 pages (in Spanish) on some phase of Unamuno as a novelist must be submitted on or by the last day of Winter Term. Student evaluation will be based on the oral reports, discussions, and the term paper. Students will be required to buy six books. Prerequisite: CSP 202 (or instructor's permission).

COLLEGIUM OF BEHAVIORAL SCIENCE

BWT 1 Topics in Anthropological Linguistics

Prof. Joan Barnett

Linguistics as a branch of anthropology is most often concerned with more than the phonetic alphabet and the grammatical structure of languages. Today the anthropological linguist finds ethnolinguistics, language and symbolic thought, evolution of language, social linguistics, and universalism in language suitable topics for research and analysis. After some initial study of the techniques and methods used by linguists, discussion in the course will be devoted to gaining an understanding of the relationships among language, culture and behavior. Texts for the project are **Words and Things** by Brown, **Anthropological Linguistics** by Greenberg, and **Phonetics** by Malmberg. Student evaluation will be based on special projects. There are no prerequisites.

BWT 2 Subcultures and Deviance

Prof. Ted Dembroski

This project will focus on people, life styles, occupations, acts, and especially subcultures that in some way are considered abnormal. It is not a project in psychopathology, but deals instead with the problem of being different in a culture that may formally or informally stigmatize those who are different. The topic will be approached in three ways: 1) Examination of theories and hypotheses concerning subcultures and deviance, 2) Discussions of essays based on interviews and/or naturalistic observation, 3) The analysis of scientific experimental studies in social psychology. Two or three books and selected articles are required

reading. Data collection and analysis, a research report, a class presentation, and involved discussion are also required. Evaluations will be based on the originality, rigor, and scholarly contribution of the student's participation and work. Prerequisite is an introductory course in a behavioral science.

BWT 3
Equity and Egalitarianism

Prof. Tom Oberhofer

Social policy is increasingly concerned with its impact on the distribution of income, property and civil rights. Several observers have noted there is an increasing move to egalitarianism in social policy decisions. This trend has not gone unchallenged. The purpose of this project is to give students the opportunity (1) to study the controversy as to whether this move to greater social equality is desirable or not and (2) to investigate the economic and social implications of this trend. Students will read John Rawls' **The Theory of Justice**, which argues the importance of the egalitarian movement. They will also read critical reactions to Rawls' book. In addition, students will write and present a research paper on some aspect of the equity implications of social policy actions. There are no prerequisites.

BWT 4
Doomsday Cult

Prof. William Winston

The term "cult" often carries the connotation of a small population, a mystical experience, a lack of structure, and the presence of a charismatic leader. They are similar to sects, but represent a sharper break, in religious terms, from the prevailing tradition of a society. Cults are religious mutants, extreme variations on the dominant themes by means of which men struggle with their problems. This project will examine various doomsday cults, paying particular attention to one that was transplanted to the West Coast of the United States in the mid-1960's from Korea. The text will be **Doomsday Cult** by John Lofland. Evaluation will be based on discussion and a paper.

COLLEGIUM OF NATURAL SCIENCES

NWT 1A
**Analytical Biology: Fatty Acid Profiles
of Marine Organisms**

Prof. John Ferguson

This project will involve using the advanced methods and instrumentation of temperature programmed gas-liquid chromatography to profile the

fatty acids of select groups of marine organisms. An intensive effort will be made to compare the fatty acid profiles of different species and relate them to their food sources, natural history, taxonomic relationships, and other factors. Required reading: original scientific literature. Evaluation will be based on participation, effort, and quality of final paper. Prerequisites: Basic courses in biology and chemistry.

NWT 2
What's Going on in Biological Research

Prof. William Roess

Students will participate as members of a current literature journal club. They will investigate the current literature in one or more of the following areas: cell biology, genetics, experimental embryology, medical aspects of biological research, and biochemistry. The students will abstract the papers in a notebook and each student will give a seminar covering a reasonable time span of the literature. Students will be evaluated on their journals and on the quality of their seminar presentation. Prerequisites: high school level of biology and chemistry.

NWT 3
**The Lowry-Bronsted Acid/Base Reaction:
The Limits for Salt Formation**

Prof. Philip Ferguson

While the interaction of acids with bases to form salts is a common reaction, not all acids will react with all bases. The project will investigate a postulate that would permit prediction of the boundary conditions where this reaction may or may not occur. Establishment of the postulate may well yield a new method of approximating acid strengths. Each participant will investigate a different acid/base pair system in the laboratory with special attention paid to the effects of different solvents. Infrared spectroscopy will be the principal analytical tool. The student will be expected to present the results of his investigation in a paper similar to those to be found in the chemical literature for evaluation. Prerequisites: Organic Chemistry I (NCH 221).

NWT 4A
Coordination Chemistry

Prof. Richard Neithamer

When transition metal ions are bonded to inorganic or organic ions or molecules, the resulting compounds or species in solution are known as coordination compounds or complex ions, respectively. In this project we will deal with the chemistry of

these coordinated species, including exposure to such concepts as symmetry, liquid field theory, and molecular orbital theory. Students will learn how to apply such analytical and physical tools as ultra-violet, visible, and infrared spectra; chemical kinetics; equilibrium; and thermodynamics to provide meaningful information concerning structure and properties of a variety of species. Text: To be determined. Students will be expected to keep a well documented laboratory notebook and to prepare a technical report detailing the results of the laboratory work. Prerequisites: At least one year of high school chemistry; one semester of college chemistry is highly recommended.

NWT 5

The Practical Art of Problem Solving

Prof. George Lofquist

This project is offered for the benefit of anyone who has not yet become proficient in the art of problem solving, and who needs such a skill. It should be particularly appropriate for students who expect to take any course in which quantification or geometric problems will arise and for those who expect to be teaching such courses sometime in the future. A variety of approaches to problem solving will be presented for imitation and practice. These will include pattern recognition, case histories of solutions, contradiction, working backwards, induction, and generalizing, together with judicious guessing. The students will be required to keep a journal for evaluation and other evaluation criteria will be determined by the group. Prerequisites: high school algebra and geometry.

NWT 6

Computer Project

Prof. Billy Maddox

This is an open-ended project suitable for students at any level of knowledge about computers. Beginners will learn to program in the language BASIC, and the more ambitious will also learn FORTRAN. Each student will work many small problems in learning the languages and one major problem or project. This project will be useful to any student whose course of study calls for data analysis or a significant amount of computation. Work will be done on Eckerd's time-sharing computer facility. Evaluation will be based on the number and quality of programs submitted, the quality of a major project developed using student initiative and imagination, and performance on a final examination on flowcharting and programming in the BASIC language. Prerequisites: A desire to learn and a willingness to work.

NWT 7

Drugs and Behavior

Prof. Salvatore Capobianco

This project will involve a detailed study of the physiological and behavioral effects of drug actions on the central nervous system. The treatment uses of such psychoactive agents as energizers, tranquilizers, and psychotomimetics (hallucinogens) and their applications to specific mental disorders will be explored. In addition, more diverse topics including the genetic and environmental aspects of drug abuse, drug study designs, and research problems will be considered. The required textbook is to be determined and will be supplemented by selected readings from contemporary sources and by periodic seminars. Students will be expected to prepare a well-researched paper on a specific topic of their choice for evaluation as well as class participation. Prerequisites: The Biological Bases of Human Behavior (NPS 114) or consent of the instructor.

OFF-CAMPUS

WINTER TERM PROJECTS

AWT 3

Dance, Dancers and Dancing in London

Prof. Joan Frosch

London is one of the world's exciting centers of dance today. In this project we will view a wide range of modern dance and ballet performances, plan visits to professional rehearsal studios to watch rehearsals and discuss ideas, and visit public schools where dance has become a regular part of the curriculum. Simultaneously we shall actively explore the many opportunities for professional dance training in London. Each student will participate in at least three technique classes per week at the beginning, intermediate or advanced level at a professional dance school, and, as a group, we shall prepare an environmental (church, museum, etc.) dance performance as a final project.

LWT 8

The Swedish Connection

Prof. Alan Carlsten

This project will investigate the many facets of Swedish life and culture. Approximately one week will be spent in each of the three major urban university areas of Sweden: Malmo-Lund, Stockholm and Gothenberg. Lectures, tours, and museum visits will be features of the project. The final week will be spent in London where a comprehensive introduction to both English and London culture will

be offered to the students. In addition to the Swedish experience, students will visit Denmark and Norway for a brief period. For those who are interested, Prof. Carlsten will offer an intensive course in the Swedish language. Required reading: Willis Dixon, **Society, Schools and Progress in Scandanavia**. Evaluation will be based upon a journal and a brief paper. There are no prerequisites.

CWT 2

Introduction to Colombian Culture

Prof. Frank Figueroa

This is a study-travel project designed to give the participants an on-site introduction to the culture of the Colombian people. It will be located primarily in Bogota, the cultural and political capital of Colombia, with the facilities of the Centro Latino Americano of the Javeriana University at the disposal of students and faculty. There will be lectures and related group activities, and an opportunity to visit Barranquilla and Cartagena, located on the Caribbean coast of Colombia -- areas of marked contrast to the Andean region of Bogota.

CWT 3

Mexico: Language and/or Culture

Prof. Pedro Trakas

Place: Cuernavaca, Mexico. First-hand experience of the language and/or culture of Mexico "on the spot." For language students, two levels: Beginning and Advanced. Other students, wanting only the cultural experience, will attend lectures and take field trips. All students will record daily their experiences in a journal. Advanced Spanish students will write in Spanish. There will be a final exam. Student evaluation will be based on active participation, the journal, and the final exam. Texts: Paz's **The Labyrinth of Solitude** (Culture), Wolfe's **Spanish Study Aids** (Beginning Spanish), DeSilva's **A Concept Approach to Spanish, Third Edition**, (Advanced Spanish). Prerequisite for Advanced Spanish only: CSP 201/2 (or instructor's permission).

NWT 1

The Dry Tortugas Expedition: An Odyssey of Sailing, History, and Natural History

Prof. John Ferguson

After a week's preliminary orientation on campus a two-week sailing and camping expedition will be mounted to the historic Dry Tortugas Islands, located 200 miles south of St. Petersburg in the Gulf of Mexico. Studies will be made of the Fort Jefferson

National Monument (the U.S. "Devils Island"), the ruins of the Carnegie Institution's Marine Laboratory (the premier Tropical Biology Station), the abundant tropical fauna that exists in the area, and the island group's geological and oceanographic features. Upon return to St. Petersburg each student will compile a paper on some aspect related to the expedition. Required reading: portions of **The Voyage of the Beagle** (Darwin), **The Living Tide** (Berrill), and **Seashores** (Zim-Ingle). Evaluation will be based on (1) level of participation, (2) cooperativeness in close communal living, (3) merit of final paper. Enrollment limited to twelve students. Preference given to majors in the sciences and history. No specific prerequisites required.

NWT 4

The Fabulous Science Museums of London

Prof. Richard Neithamer

The culture of London includes many fabulous science museums, among these the Natural History Museum, the Geological Museum, the Science Museum, Kew Gardens, and the Greenwich Observatory. Introductory special lectures and behind the scenes tours will be presented at each of the museums. Students will then have the opportunity to participate in many of the lectures and the films that are presented throughout the month of January. Students will be expected to participate in an agreed upon number of these presentations, keep an appropriate journal and present a final paper on some aspect of one of the museums. The literature of the museums will be made available to the students and will comprise the basic reading material. Evaluation will be based on effective participation, the journal, and the final paper. Prerequisites: None.

The preceding is not a complete list of Winter Term projects available, but of those being offered by Eckerd College Staff only.

ADMISSION

Eckerd College admits students of any race, color, national or ethnic origin.

Freshman Admission

Admission to Eckerd College is based on past academic performance, achievement on examinations, and upon intellectual potential, special talent, range of interest, emotional maturity and potential for personal development. Applicants are expected to understand the statements of college purpose and commitment. An application to Eckerd represents a student's declaration of intention to contribute to the fulfillment of those commitments.

YOUR APPLICATION

1. Request application forms in Junior year or early in your Senior year from the Director of Admissions.
2. Complete and return your application to the Director of Admissions, with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date. Students who are financially unable to pay the \$15 application fee will have the fee waived upon request.
3. Request the guidance department of the secondary school from which you will be graduated to send an academic transcript and personal recommendation to: Director of Admissions, Eckerd College, Box 12560, St. Petersburg, Florida 33733.
4. Arrange to take the Scholastic Aptitude Test offered by the College Entrance Examination Board or the ACT Test Battery, offered by the American College Testing Program.

EARLY ADMISSION

Students may be admitted to Eckerd College before completion of the normal secondary school program. Applicants for early admission are required to have an interview and an outstanding academic record with commensurate SAT and/or ACT scores.

Advanced Placement Program

Courses are honored at Eckerd College on the basis of scores on the Advanced Placement Examination administered by the College Entrance Examination Board. Scores of four and five automatically certify the student in the course covered by the examination. Scores of three are recorded on the student's permanent transcript and are referred to the faculty of the appropriate discipline for recommendations concerning credit.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

| EXAMINATION | SCALED | MAXIMUM SEMESTER CREDIT |
|-------------------------|---------------------------|-------------------------|
| | SCORE FOR AWARDING CREDIT | |
| Algebra-Trigonometry | 55 | 3 hours |
| American Government | 55 | 3 hours |
| American History | 55 | 6 hours |
| American Literature | 55 | 3 hours |
| Biology | 55 | 6 hours |
| Chemistry | 55 | 6 hours |
| Educational Psychology | 55 | 3 hours |
| English Composition | 55 | 6 hours |
| General Psychology | 55 | 3 hours |
| Introductory Accounting | 55 | 3 hours |
| Introductory Calculus | 55 | 6 hours |
| Introductory Economics | 55 | 6 hours |
| Introductory Sociology | 55 | 3 hours |
| Western Civilization | 55 | 6 hours |

Transfer Admission

Applicants for transfer admission must submit an application for transfer admission, high school transcript, SAT or ACT scores, and a transcript of college record with a catalog from all colleges attended. A personal statement explaining the reasons for wishing to transfer is also required.

In order to be considered for transfer to Eckerd College, an applicant must be in good standing at the institution last attended and eligible to return to that institution.

Applicants must ordinarily submit official results of the Scholastic Aptitude Test or the ACT Test Battery to the Director of Admissions at Eckerd College. Transfer applicants who have previously taken these tests may submit these scores or arrange to retake the examination.

All transfer students receiving the Associate in Arts degree from a regionally accredited two-year college will be admitted at the third-year level at Eckerd College.

Veterans and other applicants who are older and wish to transfer old credits or whose earlier academic records are unavailable or unusual are requested to direct special inquiry to the Admissions Office.

The transfer of credit from other colleges and universities approved by their regional agency depends upon the comparability of the courses taken to those offered at Eckerd College and the approval of the academic division concerned. In general, courses in the liberal arts are transferable. Grades below "C" are not acceptable for transfer. Students wishing to transfer for spring term should initiate application before December 1.

COSTS AND FINANCIAL AID

Costs

Annual Expenses (1975-76)

| | Resident Students | Non-resident Students |
|------------------|----------------------|--------------------------|
| Tuition and fees | \$ 3,232 | \$ 3,212 |
| Room and Board | 1,315 | |
| | \$ 4,547 | \$ 3,212 |

Aid to Students

Financial aid based on demonstrated need is available to students on the basis of general guidelines approved by the Admissions and Scholarship Committee. Academic performance, personal development, and potential contribution to the college community are important considerations in awards of aid.

Financial need is determined by an evaluation of the Parents' Confidential Statement by the College Scholarship Service of Princeton, New Jersey. A student's total financial aid "package" will ordinarily include scholarship or grant, work aid, and loan.

The college's financial aid program emphasizes self-help. Most students receiving financial aid are participants in the work-scholarship programs or one of the loan programs. Students are encouraged to seek outside sources of aid such as local and state scholarships; for example, Florida State Assistance Grants. All state residents demonstrating need are eligible. The college's financial aid office assists students and parents to complete the application forms and obtain the grant. Within Florida, you may call collect for assistance at 1-813-867-1166 and ask for Mr. Bazemore.

Full financial aid information is available in the pamphlet **Financial Guidance for Students 76-77**.

THOMAS PRESIDENTIAL SCHOLARSHIPS

Each year ten Freshman applicants selected for outstanding achievement as indicated by academic accomplishments, creative talent, and character, may be awarded Thomas Presidential Scholarships. These merit scholarships provide \$2,500 per year (\$10,000 total for four full years) and are not based on financial need. Scholarships are renewable provided the recipients' academic progress and personal development are satisfactory.

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CALENDAR OF EVENTS 1976-77

| | |
|-----------------|--|
| August 20 | Freshmen arrive and register before 3:00 p.m. |
| August 21 | Autumn term classes begin. |
| September 9 | Residence houses open to upperclassmen at 8:00 a.m. |
| September 10 | Registration for fall and winter term, all students; autumn term ends at 4:30 p.m. |
| September 11 | Reexaminations and Independent Study examinations. |
| September 13 | Module 1 begins at 8:00 a.m. |
| September 15 | Convocation. |
| September 17 | Last day to enter classes, end of drop/add period for Module 1 and fall term. |
| October 28 | Module 1 ends at 4:30 p.m. |
| November 1 | Module 2 begins at 8:00 a.m. |
| November 3-4 | Meeting of Board of Trustees. |
| November 5 | Last day to enter classes, end of drop/add period for Module 2. |
| November 17-19 | Registration for spring term. |
| November 25-26 | Thanksgiving holiday; no classes. |
| December 17 | Module 2 ends and Christmas recess begins at 4:30 p.m. |
| December 18 | Residence houses close at 10:00 a.m. |
| January 2 | Residence houses reopen at 9:00 a.m. |
| January 3 | Winter term begins at 8:00 a.m. All projects meet. |
| January 4 | Last day to enter winter term, end of drop/add period. |
| January 27-28 | First comprehensive examination period. |
| January 28 | Winter term ends. |
| February 1 | Module 3 begins at 8:00 a.m. |
| February 7 | Last day to enter classes, end of drop/add period for Module 3 and spring term. |
| March 18 | Module 3 ends and spring recess begins at 4:30 p.m. |
| March 19 | Residence houses close at 10:00 a.m. |
| March 28 | Residence houses reopen at 9:00 a.m. |
| March 29 | Module 4 begins at 8:00 a.m. |
| April 4 | Last day to enter classes, end of drop/add period for Module 4. |
| April 5-7 | Second comprehensive examination period. |
| April 8 | Good Friday; no classes. |
| April 13-14 | Meeting of Board of Trustees. |
| April 21 | Mentor conferences and contracts for 1977-78; no classes. |
| April 21-25 | Registration for fall term, 1977-78. |
| May 19 | Module 4 ends at 4:30 p.m. |
| May 22 | Baccalaureate-Commencement. |
| May 23 | Residence houses close at 10:00 a.m. |
| June 13 | Registration for Summer Module. |
| June 13-July 29 | Summer Module. |

CALENDAR OF EVENTS 1977-78

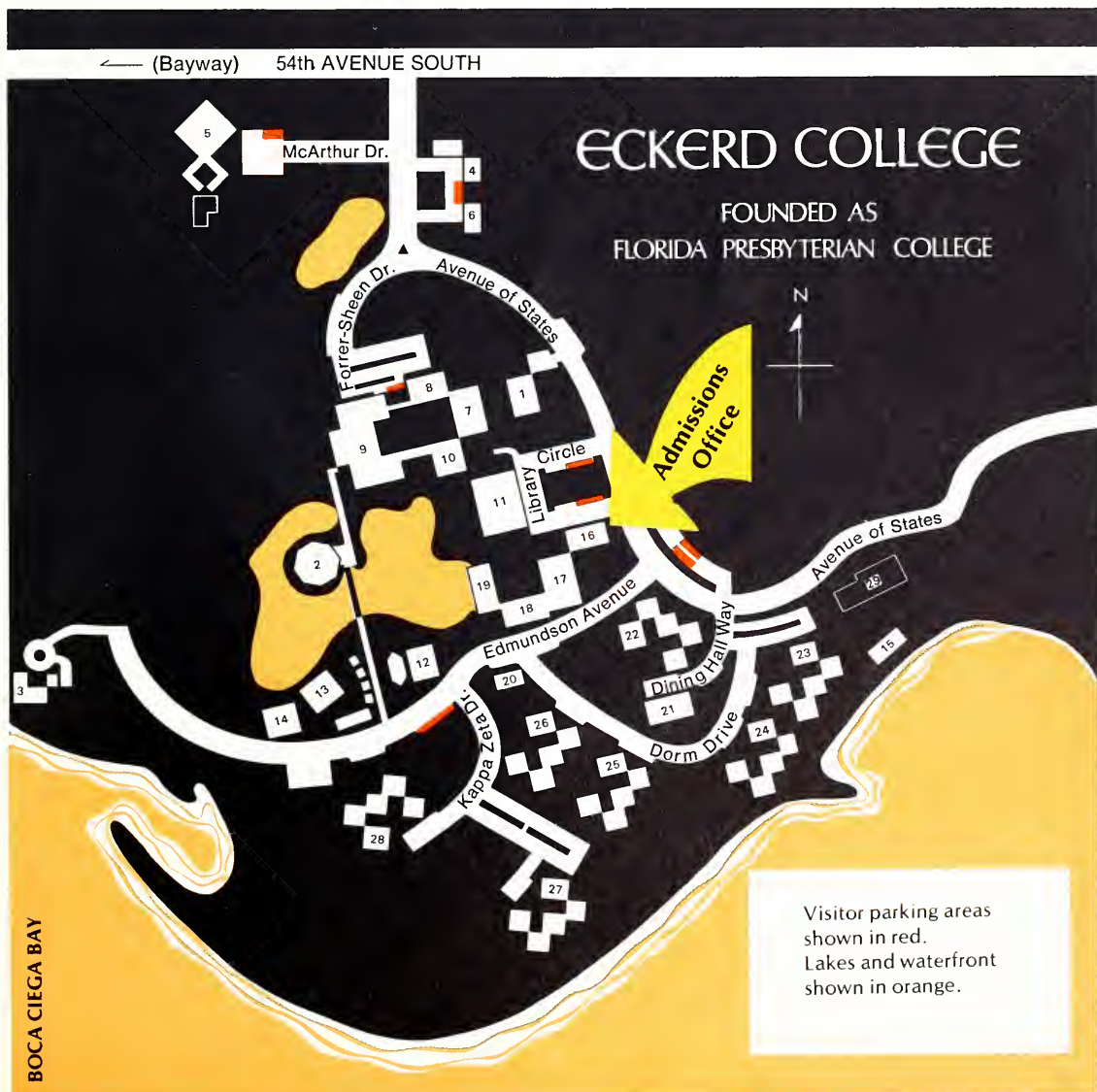
| | |
|-----------------|---|
| August 19 | Freshmen arrive and register before 3:00 p.m. |
| August 20 | Autumn term classes begin. |
| September 8 | Residence houses open to upperclassmen at 8:00 a.m. |
| September 9 | Registration for fall and winter terms, all students; autumn term ends at 4:30 p.m. |
| September 10 | Reexaminations and Independent Study examinations |
| September 12 | Module 1 begins at 8:00 a.m. |
| September 14 | Convocation |
| September 16 | Last day to enter classes, end of drop/add period for Module 1 and fall term. |
| October 27 | Module 1 ends at 4:30 p.m. |
| October 31 | Module 2 begins at 8:00 a.m. |
| November 4 | Last day to enter classes, end of drop/add period for Module 2. |
| November 9-10 | Meeting of Board of Trustees. |
| November 16-18 | Registration for spring term. |
| November 24-25 | Thanksgiving holiday; no classes |
| December 16 | Module 2 ends and Christmas recess begins at 4:30 p.m. |
| December 17 | Residence houses close at 10:00 a.m. |
| January 2 | Residence houses reopen at 9:00 a.m. |
| January 3 | Winter term begins at 8:00 a.m. All projects meet |
| January 4 | Last day to enter winter term, end of drop/add period. |
| January 26-27 | First comprehensive examination period. |
| January 27 | Winter term ends. |
| January 31 | Module 3 begins at 8:00 a.m. |
| February 6 | Last day to enter classes, end of drop/add period for Module 3 and spring term. |
| March 17 | Module 3 ends and spring recess begins at 4:30 p.m. |
| March 18 | Residence houses close at 10:00 a.m. |
| March 27 | Residence houses reopen at 9:00 a.m. |
| March 28 | Module 4 begins at 8:00 a.m. |
| April 3 | Last day to enter classes, end of drop/add period for Module 4. |
| April 4-6 | Second comprehensive examination period. |
| April 12-13 | Meeting of Board of Trustees. |
| April 20 | Mentor conferences and contracts for 1978-79; no classes. |
| April 20-24 | Registration for fall term 1978-79. |
| May 18 | Module 4 ends at 4:30 p.m. |
| May 21 | Baccalaureate-Commencement. |
| May 22 | Residence houses close at 10:00 a.m. |
| June 12 | Registration for Summer Module. |
| June 12-July 28 | Summer Module. |



*Eckerd College Admits Students
of Any Race, Color, National
or Ethnic Origin.*

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- | | |
|---|--|
| 1. Upham Administration Building | 14. Bininger Center for Performing Arts |
| 2. Ben Hill Griffin Chapel | 15. Boat House |
| 3. Lewis House | 16. Edmundson Hall |
| 4. Physical Plant | 17. Brown Hall |
| 5. Frances and Bivian McArthur Physical Education Center | 18. Lindsey Hall |
| 6. Psychology Laboratory | 19. Fox Hall |
| 7. F. Page Seibert Humanities Building | 20. Webb Health Center |
| 8. Forrer Language Center | 21. Student Cafeteria |
| 9. Robert T. Sheen Science Center | 22. Alpha Residence Cluster |
| 10. Dendy-McNair Auditorium | 23. Beta Residence Cluster |
| 11. William Luther Cobb Library | 24. Gamma Residence Cluster |
| 12. R. W. and Helen Roberts Music Center | 25. Delta Residence Cluster |
| 13. Christiana and Woodbury Ransom Visual Arts Center | 26. Epsilon Residence Cluster |
| | 27. Zeta Residence Cluster |
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| | 29. Tennis Court |





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